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ABSTRACT

The role and attributes of deans of nursing as scholars in charge of baccalaureate or higher degree programs are considered by six deans who contributed to a continuing education workshop series. Among the topics addressed by Olga Andruskiw are: problems facing women deans, including stereotypic attitudes, difficulties in ascendancy in administration and strategies for survival; the need for research; and management of time and responsibilities. Donna Diers considers how a dean might retain some aspects of the faculty role, whether in research, teaching, scholarly work outside of empirical research, clinical practice, or community service. Peggy J. Ledbetter summarizes views expressed in the literature regarding arrangements by which the dean may teach, the dean's role in institutional research and research activity outside the institution, the dean's responsibility for delivery of clinical services to patients, the dean as author of articles, and the dean as manager. According to Carol A. Lindeman, it is very important that a dean be a scholar not only to ensure that administrative issues are handled in a scholarly manner, but to fulfill the set of expectations regarding the dean as an academician, as a person who is known for thorough, accurate knowledge of a given field. Jannetta MacPhail considers the dean's own scholarly productivity, creating a climate to foster and support scholarship, promoting a scholarly approach to teaching and to practice, and deterrents to scholarly productivity and scholarliness. Marilyn Christian Smith's view is that she can not be a full-time scholar and searcher for truth through research, teaching, and clinical practice, but feels that she must be a pragmatic scholar, a searcher for truth in the leadership she attempts to provide as a dean. Bibliographies are included. (SW)

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EXECUTIVE DEVELOPMENT SERIES I "HAVE YOU EVER THOUGHT OF BEING A DEAN?"

THE DEAN AS SCHOLAR: Clinical Competence, Teaching, Research and Publication

Volume II
July 1981

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Continuing Education for Nurse Academic Administrators Project
American Association of Colleges of Nursing

aacn

HE 014 456

The Executive Development Series I was made possible by the Continuing Education for Nurse Academic Administrators Project supported in part by the United States Public Health Service (GRANT #5 D10 NU 23035-02). A Project of the American Association of Colleges of Nursing, the Executive Development Series was launched in April 1980.

The American Association of Colleges of Nursing was established in 1969 to answer the need for a national organization exclusively devoted to furthering the goals of baccalaureate and graduate education in nursing. Its membership includes almost 300 institutions offering degree programs in professional nursing.

This volume is part of a four volume monograph series on the role of the contemporary dean of nursing. The four publications include presentations from six regional Executive Development Series workshops.

For more information on the Executive Development Series, or copies of the four monographs, contact the Project Office, American Association of Colleges of Nursing, Suite 430, Eleven Dupont Circle, Washington, DC 20036, (202) 332-0214.

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The Dean As Scholar:
Clinical Competence, Teaching, Research and Publication

A compilation of presentations from the
Executive Development Series I:
"Have You Ever Thought of Being a Dean?"

1980–1981

Continuing Education for Nurse Academic Administrators Project
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Preface

More than a decade ago a group of disinguished and concerned deans gathered together to form an organization devoted to the preservation and continued development of professional nursing. That group formed the nucleus of the American Association of Colleges of Nursing. As members of the profession of nursing they shared a concern for excellence in practice. As academic administrators they shared a concern for improving the effectiveness of educational programs preparing for professional practice. As leaders they assumed the responsibility of identifying problem areas, indicating directions for alternative solutions, and assisting in the developmental process of potential leaders. Their numbers increased until presently the AACN membership totals almost three hundred.

The same commitment to ensuring quality care, the same determination to provide outstanding educational programs, the same pursuit and development of potential leaders prevail today. As the organization grew, so did its sphere of influence. As its membership increased, so did its ability to make an impact on selected areas for change and growth. One of those areas was the identification and counseling of potential leaders for academic administrative positions. Through the combined efforts of a Task Force on Dean's Preparation and guidance by the executive director, a special project, "Continuing Education for Nurse Academic Administrators," was drawn up and submitted to the United States Public Health Service, Division of Nursing, for approval and funding. It was approved and funded. The task force then assumed the role of advisory committee and assisted the staff in implementing the project. This monograph series is one consequence of that effort.

One of the outcomes of the project was the design and implementation of an Executive Development Series. The purpose of the initial series was to orient interested professionals in the role and functions of the chief academic administrator in a department or college of nursing. The scope of the position being as broad as it is, certain limitations in content had to be established to allow for learning. A review of position descriptions, as well as concerns of search committees, indicated that two of the dean's roles were significant--those of administrator and of scholar. Faculty members indicated that colleagueship was essential. Conspicuous by its absence was the factor of the simple humanness of the individual who functioned as dean. These four major areas then composed the nature and direction of Executive Development Series I.

To demonstrate that within the position there is unity in essentials, as well as diversity in accidentals, six deans from various regions across the country were asked to address one of each of the four issues. In all, 24 academic administrators present their views. There are four monographs in the series:

I. The Dean As Administrator
II. The Dean As Scholar
III. The Dean As Colleague
IV. The Dean As Person

Each monograph will bring you the reflections of six deans on a chosen topic. The deans are diverse in preparation, style, and affiliation. They have one thing in common. They lead successful programs in nursing. That is their professional raison d'être. For those of you whose goal is academic administration we present our first Executive Development Series.

Ann M. Douglas
Project Director

Acknowledgements

As part of the AACN's Continuing Education for Nurse Academic Administrators Project, the Executive Development Series--and this resultant monograph--were guided by the vision of an eight-member advisory committee of deans. Together they worked to realize one of nursing education's long-time dreams--formal executive development for its chief administrators. The committee comprises the following:

Geraldene Felton
University of Iowa

Louise Fitzpatrick
Villanova University

Sylvia E. Hart
University of Tennessee at Knoxville

Juanita Murphy
Arizona State University

Marie O'Koren
University of Alabama

June S. Rothberg
Adelphi University

Gladys Sorensen
University of Arizona

Jeannette R. Spero
University of Cincinnati

Special support was provided by three consultants chosen for their expertise and experience in top-level university administration. They helped facilitate the project's progress and aided immeasurably toward the workshops' success. Their names and the positions they held at the time they began working with the series follow:

Shirley Chater
Vice Chancellor for Academic Affairs
University of California, San Francisco

Carolyne Davis
Associate Vice President for Academic Affairs
University of Michigan

Jeanne Margaret McNally
Associate Vice President for Academic Affairs
General Administration
University of North Carolina.

Series Overview

The Executive Development Series was designed as career preparation for the nurse educator, clinician, or administrator considering a career as an academic administrator of a baccalaureate or higher degree program in nursing. The series is part of the AACN's Continuing Education for Nurse Academic Administrators Project which is working to create a national continuing education system to enlarge the supply of capable academic administrators--a population which, in the 1980s, finds itself in short supply.

OBJECTIVES

Executive Development Series I, "Have You Ever Thought of Being A Dean?" attempted to offer workshop candidates a unique opportunity to review, with the help of the series faculty--outstanding academic administrators from across the country--the various roles today's nursing dean must play. Emphasis rested on strategies to achieve positive institutional, faculty, student and personal relationships. Participants had the chance to do the following:

- identify the dean's role in implementing a baccalaureate or higher degree program in nursing,
- examine the intra- and extra-institutional factors which influence the dean's responsibilities and attributes,
- identify alternative models for establishing a method of operation within the territory of deanship, and
- explore the major educational challenges for nursing administrators in the 1980s.

FORMAT

In designing the series curriculum, four major roles were identified as part of the dean's realm of performance: the dean as administrator, scholar, colleague, and person. Surveying the population of successful deans (both present and past) it was noted that each of the four roles was marked by a variety of styles; they were areas replete with personal differences.

The purpose of Executive Development Series I was orientation to the demands of the dean's role. We well knew that the role, for most junior and senior faculty members (and some deans themselves) is seriously misunderstood. A candidate approaching a deanship for the first time does so overwhelmed by the demands of the position. Few have the chance to understand, via one-to-one conversation or close observation, what a dean actually does to fulfill her admittedly gargantuan duties. The dean is, for many, a far-off, intangible model of excellence, power, scholarliness, efficiency, or sheer genius.

We knew that the misconceptions are many and that the program we developed could assume only one common perception--that the position of dean is a seemingly overwhelming one. And a corollary to this widespread attitude seemed to be the increasing fall-off rate from deanships. Always before us were the growing numbers of deans leaving their positions, not being reappointed, or being relieved of their positions by administrative fiat. Many of these deans had gone into their positions not knowing what to expect. The Executive Development Series I, "Have You Ever Thought Of Being A Dean?" attempted to orient, on an important albeit limited basis, a new generation to the real demands of the position.

At the same time we decided that, to provide the greatest service, the series had to offer participants a hands-on, no-nonsense look at the deanship--an examination which would help the participant make an important assessment of her/his own personal values, qualities, and needs vis-a-vis the experiences of a variety of successful deans. The more direct the interaction between participants and series faculty members the better.

The format which eventually evolved was a two-day workshop, followed by a six-month interim for independent study, followed by another two-day workshop. The hallmark of the series was a built-in mentorship mechanism which would allow a participant to work closely with one of the series faculty members in small groups during the two workshops and, in the interim period, via phone calls or personal visits. The format was also designed to encourage participant interaction with all of the series faculty members as well as with other participants. A serendipitous effect of any workshop is the informal networking which develops unnoticed. With a combined six-month series experience planned we were hopeful that both the mentoring and networking mechanisms would have ample time to take root.

SERIES FACULTY MEMBERS

In an effort to emphasize the various styles of deaning, we decided that the workshops should afford an examination of the dean's four major roles from the vantage points of two deans. That meant a total of eight deans, two each to speak to the four different roles.

Budget constraints allowed us to offer only three regional series across the country--in the East, Midwest, and West. Consequently, eight deans were chosen for each of the three regional series: four deans to present at the first workshop and four to present at the second. As it evolved, the first workshop included presentations from the vantage point of newer administrators (in the deanship eight or fewer years) while the latter offered the views of the more seasoned executives (ten years or more as a dean). However, all eight series faculty members would be actively involved in each workshop and would direct a group of from five to ten participants throughout the series.

Series faculty members were chosen for their successful performance as deans. In addition to fulfilling the obligations of their demanding positions, they were being asked to serve as role models and mentors for series participants over, and in many cases beyond, the six-months series experience. These faculty members, by region, are listed below:

Eastern Region

Edith H. Anderson
University of Delaware
"The Dean As Colleague"

Olga Andruskiw
Russell Sage College
"The Dean As Scholar"

Donna Diers
Yale University
"The Dean As Scholar"

Nan B. Hechenberger
University of Maryland
at Baltimore
"The Dean As Administrator"

Georgie C. Labadie
Florida A&M University
"The Dean As Colleague"

Andrea R. Lindell
University of New
Hampshire
"The Dean As Person"

Fostine G. Riddick
Hampton Institute
"The Dean As Person"

Doris B. Yingling
Medical College of
Virginia
Virginia Commonwealth
University
"The Dean As Administrator"

Midwestern Region

Doris A. Geitgy
University of Kansas
"The Dean As Colleague"

Elizabeth Grossman
Indiana University
"The Dean As Administrator"

Elizabeth C. Harkins
University of Southern
Mississippi
"The Dean As Person"

Virginia R. Jarratt
University of Arkansas
for Medical Sciences
"The Dean As Colleague"

Peggy J. Ledbetter
Northwestern State
University
"The Dean As Scholar"

Jannetta MacPhail
Case Western Reserve
University
"The Dean As Scholar"

Valencia N. Prock
Center for Health Sciences
University of Wisconsin-
Madison
"The Dean As Administrator"

Julia A. Lane
Loyola University of
Chicago
"The Dean As Person"

Western Region

Rheba de Tornyay
University of Washington
"The Dean As Person"

Patty L. Hawken
University of Texas
Health Science Center
at San Antonio
"The Dean As Administrator"

Carol A. Lindeman
University of Oregon
Health Sciences Center at
Portland
"The Dean As Scholar

Mary E. Reres
University of California,
Los Angeles
"The Dean As Administrator"

Marion M. Schrum
University of Nevada, Reno
"The Dean As Colleague"

Anna M. Shannon
Montana State University
"The Dean As Colleague"

Marilyn Christian Smith
Loma Linda University
"The Dean As Scholar"

Carmen Westick
University of New Mexico
"The Dean As Person"

To kick off each workshop we asked some of nursing's finest educators and leaders to introduce the series at each workshop location. These speakers were as follows:

Eastern Region

Baltimore, Maryland
Marion I. Murphy
AACN

Richmond, Virginia
Rose Chioni
University of Virginia

Midwestern Region

Indianapolis, Indiana
Mary K. Mullane
Formerly University of
Illinois at the
Medical Center

Cleveland, Ohio
Rozella Schlotfeldt
Case Western Reserve
University

Western Region

Portland, Oregon
Myrtle K. Aydelotte
American Nurses Association

San Antonio, Texas
Billye J. Brown
University of Texas-Austin

We also put together a team of expert consultants to evaluate the series' success in meeting the objectives outlined. We asked them to help us determine if we were doing what we set out to do, how we could do it better, and whether, in fact, the series' objectives and format were appropriate to the task of enlarging the pool of qualified executives. All held positions at top-level university administration at the time we selected them. They were

Eastern Region	Midwestern Region	Western Region
Jeanne Margaret McNally Associate Vice President for Academic Affairs General Administration University of North Carolina	Carolyne Davis Associate Vice President for Academic Affairs University of Michigan	Shirley Chater Vice Chancellor for Academic Affairs University of California, San Francisco

SCHEDULING AND WORKSHOP AGENDA

Locations and dates for each of the six regional workshops were identified. In each case a major school of nursing committed to cosponsor the workshop in its city. As cosponsors the schools agreed to provide administrative support in workshop logistics and to act as crediting agencies in the award of CEU credit to successful workshop candidates. In one case a school, the University of Texas Health Science Center at San Antonio, actually hosted the workshop in its facility. The series schedule and cosponsoring schools of nursing were as follows:

Eastern Region	Midwestern Region	Western Region
Baltimore, Maryland April 28-29, 1980 School of Nursing University of Maryland at Baltimore	Indianapolis, Indiana October 16-17, 1980 School of Nursing Indiana University	Portland, Oregon September 22-23, 1980 School of Nursing University of Oregon Health Sciences Center at Portland
Richmond, Virginia October 27-28, 1980 School of Nursing Medical College of Virginia Virginia Commonwealth University	Cleveland, Ohio April 27-18, 1981 Frances Payne Bolton School of Nursing Case Western Reserve University	San Antonio, Texas March 30-31, 1981 School of Nursing University of Texas Health Science Center at San Antonio

The workshop agenda was designed to allow time for formal presentations, questions for the presentators, small group discussion, one-to-one group interaction between participants and their mentors, interaction with other series faculty members, and informal networking among participants, both within and beyond established mentor groups. A typical agenda for the two-day workshop looked like this:

FIRST DAY

8:00-9:00 a.m.	Registration
9:00-9:30 a.m.	Welcome
9:30-10:15 a.m.	The Dean as Administrator: Roles, Functions and Attributes
10:15-10:45 a.m.	General Discussion: First Paper
10:45-11:00 a.m.	Break
11:00-12:15 p.m.	Work Session I: Problems and issues related to the dean as administrator
12:15-2:15 p.m.	Catered Luncheon
2:15-3:00 p.m.	The Dean as Scholar: Clinical Competence, Teaching, Research and Publication
3:00-3:30 p.m.	General Discussion: Second Paper
3:30-4:00 p.m.	Break
4:00-5:15 p.m.	Work Session II: Problems and Issues related to the dean as scholar

SECOND DAY

8:00-8:15 a.m.	Plan for second day
8:15-9:00 a.m.	The Dean as Colleague: Dean, Student, Faculty, Administrative Relationships
9:00-9:30 a.m.	General Discussion: Third Paper
9:30-10:00 a.m.	Break
10:00-11:15 a.m.	Work Session III: Problems and issues related to the dean as colleague
11:15-1:15 p.m.	Lunch on your own
1:15-2:00 p.m.	The Dean as Person: Rights and responsibilities
2:00-2:30 p.m.	General Discussion: Fourth Paper
2:30-3:00 p.m.	Break
3:00-4:15 p.m.	Work Session IV: Problems and Issues related to the dean as person
4:15-4:45 p.m.	Summary

PARTICIPANTS

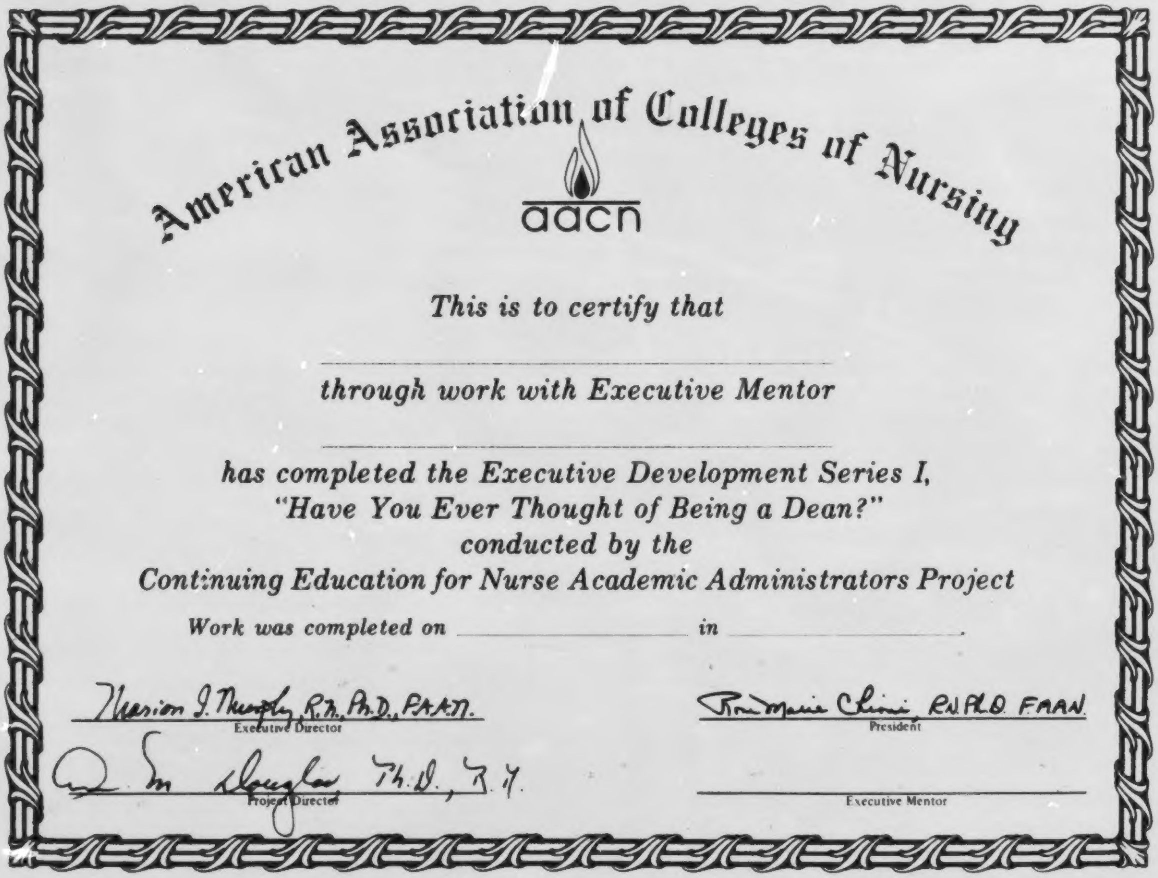
News of the series program was sent directly to all four-year nursing programs across the country and to major nursing and educational periodicals. Registration was limited to prospective and new nurse academic administrators. All registrants were asked to submit a current curriculum vitae for review of pertinent qualifications and experience for assignment to a specific mentor and group.

The promotional brochure emphasized the series' design as a three-component (workshop, interim study, workshop) learning experience covering approximately six months. Despite this emphasis, however, participants unable to complete the full series were given the option of attending only one workshop.

A complete roster of participants is listed at the back of this volume. The number of participants attending the regional workshops is included here. The significantly lower western regional figures reflect the fewer number of nursing programs in the western states:

Workshops	No. of Participants	% of Participants Attending Both Workshops
Eastern:		
Baltimore, MD	63	
Richmond, VA	67	
	130	66%
Midwestern:		
Indianapolis, IN	63	
Cleveland, OH	45	
	108	54%
Western:		
Portland, OR	30	
San Antonio, TX	35	
	65	53%

As of this time a significant number of participants have earned an Executive Development Series Certificate for attending both workshops and for completing, with the guidance of their mentor, an independent study project.



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This is to certify that

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through work with Executive Mentor

____

has completed the Executive Development Series I,
"Have You Ever Thought of Being a Dean?"
conducted by the
Continuing Education for Nurse Academic Administrators Project

Work was completed on __________________ *in* __________________.

Marion I. Murphy, R.N., Ph.D., F.A.A.N.
Executive Director

Rose Marie Chioni, RN PhD FAAN
President

D. M. Douglas, Ph.D., R.N.
Project Director

____
Executive Mentor

PARTICIPANT EVALUATION AND FOLLOW-UP

All workshop participants were asked to complete a four-page evaluation form before leaving the workshop site. Based upon an approximately 98 percent return the series was deemed very successful in helping participants to evaluate (a) their perceptions of the deanship and (b) their own intentions about assuming the position. Some participants came looking for the ABCs to deaning; they were disappointed to find that there aren't any. Others, who came expecting a qualifications list for the potential dean, were also disappointed. Some participants found it difficult to operate within the workshops' informal, open-ended structure. Others found it disappointing not to be able to work closely with more than one series faculty member. Interestingly enough, the latter two concerns, although often voiced by participants at their first workshop, were not raised after their second workshop. At the second workshop, they felt comfortable enough with both their mentors and with other group participants to use the series' format for what it was designed--serious reflection and productive group interaction.

For all participants the series' mentoring and networking mechanisms were extraordinary. The workshops provided a supportive, nonthreatening atmosphere in which participants could voice their concerns about their professional development and could share experiences. One participant (Dr. Ivy Nelson, Chairperson of the University of the District of Columbia Department of Nursing) wrote, "One cannot wish experiences to be retroactive. However, I believe that my life and performance as a nursing administrator could have been enhanced if programs of this kind were in effect during the formative years of my career. The greatest benefit to me is that of recognizing that my experiences as an administrator have not been unique."

In October 1980 Dr. Olga Andruskiw, one of our eastern series faculty members, raised an important motion at AACN's semiannual membership meeting in Washington. Dr. Andruskiw moved that AACN membership invite series participants to attend one upcoming membership meeting each as observers, in an effort to extend a collegial helping hand to these future deans and directors. The membership supported the motion and issued an invitation unprecedented in AACN's history. At the March 1981 membership meeting the first set of series participants heeded the invitation and were formally recognized as future leaders in nursing education. A total of 30 participants attended; 9 of them were or are now serving as chief executives of their schools. An invitation to attend the next semiannual meeting, in October, has already been extended to participants of the midwestern and western regional workshops.

Project plans call for periodic follow-up of all participants in an attempt to chart their professional development and to ascertain the impact, if any, of the series on their careers.

Cecelia M. Cunilio
Assistant Project Director

Introduction

The simple dictionary definition for the term "scholar" is "a learned person." For our deans that is a sine qua non, an indispensable condition. When we apply the term "scholarly" to our deans our expectation includes a range of broad general knowledge and a depth of specialized professional knowledge. Our concept of and investment in our deans lead us to expect unrealistically not only omnipotence as an administrator but also omniscience as a scholar. It is our good fortune that a major attribute usually found in our nursing deans is wisdom.

The deans' wisdom is primarily reflected in their knowledge of self and knowledge of others. It is demonstrated in their commitment to the missions of their schools. It is observable as they influence the growth, development and movement of faculty members. Knowing that they cannot be all things to all people, in their wisdom they choose the area in which they can best use their talents and benefit their schools.

A dean as scholar may be expected to demonstrate a high level of proficiency in clinical practice, teaching, research, and/or publication --all this in addition to administering the school. Cognizant of the need to be visible in scholarly circles, each dean must choose the route which takes advantage of her perceived strengths. As a consequence, some deans will concentrate on clinical practice, teaching, research, publication, or any combination thereof. Other deans, choosing to facilitate scholarliness, use their talents to create an atmosphere as well as environment in which scholarliness can flourish. The outcome of either approach is the development of a school in which scholarliness is a highly regarded value with demonstrated outcomes contributed to and in various ways guided by the wisdom of the dean. Six deans from six different schools, in six different universities, in six different states in the union tell us about their perceptions of the dean as a scholar. According to Herodutus, nothing in human life is more to be lamented than that a wise man should have so little influence. Our deans need not lament. Their words will influence. Your options are open. There are sufficient data to support your choice, whatever that choice might be.

Ann M. Douglas
Project Director

According to Olga Andruskiw . . .

The deanship consists of a variety of roles: administrator, leader, scholar, teacher, and in some cases clinical practitioner. Other roles that faculty members, superordinates, and students expect the dean to play are facilitator, mediator, coordinator, negotiator, political strategist, evaluator, peacemaker, financial expert, organizer, and program developer (Baldridge, 1971; Katzell, Barrett, Vann & Hogan, 1968). The role of dean as leader and administrator has received a great deal of attention in the literature because deans and chairpersons are employed to take responsibility for schools in a university or for departments in colleges. Many deans have had experience as faculty members prior to their deanship; some deans continue to hold faculty rank and teach selected courses because they choose to or because it is an expectation of their institutions. The dean as scholar has not been emphasized, although professors of educational administration have encouraged persons to conduct more research concerning the deanship (Griffith, 1980). Since the majority of deans of nursing are women, they face not only the usual problems of administrators but also the special problems of women.

It is essential that the issue of the dean as scholar be explored with special consideration given to women administrators in the typically male executive role. In order to do this, one has to examine what roles are given priority, how deans perceive their roles, what the problems or deterrents are that women deans face, what survival strategies deans can use, what the needs are in research, and how the deans can achieve scholarly work.

PRIORITIES IN THE DEANSHIP

Dean's Perceptions

In order to get an idea about how deans perceive their roles as scholars, telephone interviews were conducted with six deans. Three are deans of schools in large universities and three are chairpersons in colleges. All of them are experienced administrators with excellent reputations. Four questions were presented to the deans: (a) what would you include under scholarly achievement? (b) how important do you think scholarly work is and where would you place it in your list of responsibilities? (c) what do you think are the expectations of your superiors and the faculty? and (d) how do you manage to achieve scholarly work?

Under scholarly achievement, the deans listed research, publications, position papers, grant proposals, new projects, and speaking

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Olga Andruskiw, Ed.D., R.N., is chairperson, Department of Nursing, Russell Sage College, Troy, New York.

engagements. The deans felt that they spent a great deal of time helping faculty to do research, carry out their projects, and write grant proposals.

The deans responded to the second question concerning the importance of scholarly work and its placement in the list of priorities by stating that they all thought it was very important. One stated that she placed it very high on her list of functions. Another stated that she placed it low on her list because in her university priority was not given to scholarly work. The president expected that the dean would function as an administrator and as a leader. There was also the requirement that the dean would teach a course. Two deans stated that they placed a great deal of emphasis on scholarly achievement, although their presidents did not expect deans to conduct research or to publish. One dean felt that she could not accept a position where there was no emphasis on research and publications. All of them felt that they should serve as role models for faculty. They worked through faculty members in accomplishing research by counseling them about their projects. Those who taught courses felt that the preparation for classes furnished them with resource material for articles. Lack of time and the pressure of administrative responsibilities prevented them from doing the kind of research they had enjoyed as faculty members, an activity they missed. One of the deans was extremely frustrated by this situation but had to make a choice. She chose to remain as dean because she enjoyed the administrative and leadership challenges. None of the deans was engaged in clinical practice. They expressed concern about scheduling time to engage in actual clinical work since a consistent schedule was hard to maintain.

All of the deans agreed that their superordinates, such as presidents and vice-presidents, gave priority to administrative responsibilities. They stated that their colleagues in disciplines other than nursing valued scholarship although most of them complained that they did not have enough time to do research or to publish. In some colleges and universities, the dean or chairperson might not be employed with tenure. In order to meet the criteria for tenure, the dean would however, be expected to give evidence of scholarly work. In the evaluation of deans for retention, a great deal of emphasis is placed on leadership. It would be important to know what criteria are used for this role since different people within an institution have dissimilar goals and values for the deanship (Rasmussen, 1978).

In response to the question concerning how they might accomplish scholarly work if they did it, all of the deans stated that time was a crucial item. They spend more than 40 hours per week on the necessary administrative functions. They felt deans needed to have a great deal of energy and had to enjoy their work very much to work as hard as they did. Some of the deans used weekends, holidays, and summers to write articles and conduct research. Others scheduled half-days or one full day during certain weeks when they were not available for administrative functions.

In summary, the deans felt that scholarly work was very important, especially since they served as role models for the faculty. There was a difference of opinion as to where they would place scholarship among their responsibilities. Whether they placed it high or low in importance was determined by their superiors, by their own goals and values, and by the type of institution. All of them agreed that administration and leadership received priority in their positions. Superordinates and faculty did not give priority to scholarly achievement, although faculty members looked to deans for guidance in their own activities. There were not enough hours in the week for all of the deans' work, so they had to devote their own time during weekends and vacations to research and publications. Since most deans have had experience as faculty members, it would be advisable for faculty members to accomplish some scholarly work before accepting positions as deans.

Administration and Leadership

The literature supports the idea that leadership and administration receive priority in the deanship. The function of the dean is to lead and to serve (Eble, 1978). Deans have responsibility for the management of schools and are perceived as leaders or catalysts. They articulate the goals of the institution, use persuasion, control internal budget, and are involved in curriculum development (Conant, 1967; Kapel & Dejnozka, 1979). They also are responsible for committee work, administrative duties, and the recruitment, promotion, and evaluation of faculty (Hanzeli, 1966; Roaden, 1970).

One study concerning deans of schools, colleges, and departments of education found that deans' superior administrators see the major functions of deans as program development, staff development, and organization activities. They view their deans as having more energy than most persons and as working very hard. The deans stated that their major functions are organizing responsibilities, staff development, liaison and public relations functions, professional development, and budget-related activities. They also stated that if they had eight free working hours per week, they would do research, write, and read. They would do the same if they had a sabbatical. Despite their administrative duties, deans somehow manage to engage in research and writing (Cyphert & Zimpher, 1980).

In other studies concerning the deanship, the deans, their superior administrators, department chairmen, and faculty see the dean as a person who provides academic leadership, handles administrative functions, makes decisions, takes care of communications, rewards effective teaching, and participates in professional conferences (Dejnozka, 1978; Katz, 1974; Rasmussen, 1978; Haberman, 1972; Kapel & Dejnozka, 1979).

PROBLEMS FACING WOMEN DEANS

Women deans cannot address the issue of their role as scholar without first giving consideration to those roles that receive priority. They not only have to give attention to their roles as administrator and leader but also have to look at the special problems women face in these positions. The top-level administrative positions in higher education, such as president, vice-president or provost, academic deans, and deans of schools, are viewed as masculine roles. Deans of nursing are fortunate that presidents are required to employ nurses as deans and that there are few male nurses; otherwise, they would face strong competition from men. If a nursing dean decides to climb the administrative ladder, she soon finds the same barriers that other women face in top-level positions. "Women at the top are at the bottom of the top" (Epstein, 1973, p. 63). In other disciplines many women have positions with titles such as assistant to the president, and associate or assistant to the vice-president rather than president, vice-president or provost.

The problems that women administrators face are the problems of stereotypic attitudes, the problem of ascendancy in administration, the problem of recognition of competency, the problem of the American culture, the problem of organizational structure, and the problem of career patterns. It is important not only to recognize the problems but to use survival strategies in resolving those problems if women are to take their place in educational institutions.

Problems of Stereotypic Attitudes

Negative stereotypic attitudes toward women as administrators make it more difficult for women in administrative positions. A study of attitudes of executives found that men are "anti-women executive" in principle (Bowman & Worthy, 1965). Both men and women believed that women have moderate, but not equal, opportunities in administration and that women have to be exceptional to succeed. Although the numbers of women in executive positions have increased, top management continues in its prejudice toward women (Silver, Podemski & Engin, 1977).

Another study concerning attitudes held by selected top corporate management regarding the role of women as executives reported that, although the numbers of women in executive positions have increased, there has been continued prejudice toward women (Ledbetter, 1970). The competent woman who expresses masculine sex role preferences has been judged by men and women to be less socially attractive and less attractive as a work partner than her competent feminine counterpart. Both sexes prefer the successful woman to possess masculine characteristics required for success and to retain the characteristics of femininity, even though they might be contradictory (Shaffer & Wegley, 1974).

Women in the professions are frequently placed in the dual positions of maintaining their femininity while filling masculine executive roles (Schlossberg, 1974; Schetlin, 1975; Ruderman, 1971). Men fill executive roles because they are believed to possess the desirable and necessary characteristics: aggressiveness, independence, competitiveness, and ability to solve problems. Women do not fill those roles because they are believed to have characteristics such as passivity, noncompetitiveness, submissiveness, and dependence (Feshback, 1973-74; Janeway, 1973-74). In one study most men agreed that women, if equally competent, should be treated as equals in professional circles, but they perceived women less favorably than men in the area of emotional characteristics (Ross & Walters, 1973).

In some of the literature, sex roles are conceptualized in bipolar positions of masculinity and femininity. In other writings, the characteristics of sex roles are placed in a neutral position of androgyny. One researcher explored the idea of psychological androgyny. She identified characteristics describing maculinity as aggressiveness, competitiveness, and independence. Those items describing feminine characteristics included dependence, submissiveness, sensitiveness, and understanding. The qualities identified as neutral were friendliness, sincerity, efficiency, and adaptability (Bem, 1974).

Women's attitudes toward themselves and their professional roles have been influenced by the American culture, society, and tradition. Women have so internalized the attitudes that the external pressures have become inner pressures. They have tended to view themselves in stereotypic roles. They have had a lower self-esteem, they have felt unfeminine if they achieved an administrative position, and they have had doubts about their ability and competence (Heinan, McGlauchlin, Legeros, & Freeman, 1975). The socialization process has reinforced women in their nurturant, docile, submissive, and conservative roles, and has inhibited self-assertion, achievement, and independence (Montager, 1974).

Some studies concerning higher education administrators describe the women as having a strong, positive self-image. They are seen as competent, independent, self-supportive, self-accepting, and showing good judgment. They seem to integrate traditional roles with individual fulfillment. They do not seem to have fear of success or failure, and they are neither weak nor militant (Walsh, 1975; Mattes & Watkins, 1973; Goerss, 1975). Studies of college presidents report that women presidents are responsible, efficient, realistic, energetic, intelligent, resourceful, and well informed (Tessler, 1976; Stevenson, 1973). One study of women presidents reports that women in higher education are supportive of each other, have had role models, and would advise young women to get experience in teaching and administration, do their jobs well, and earn a doctorate (McGee, 1979).

Problem of Ascendancy in Administration

The deanship is one of the top-level administrative positions in higher education. The others are vice-president, dean of academic affairs, dean of faculty, provost, and president. The deanship and chairperson's positions represent the first rungs of the administrative ladder. Although some deans prefer to remain at the deanship level and some return to the position of professor, a small percentage should and will seek the top position for the challenge, the authority, and the power (Conway, 1979).

Women are not elevated to higher-level positions because their administrative performance is evaluated more negatively than a male's administrative performance (Schein, 1975). In addition, women have often been judged not as administrators but as women. A common expression concerning some women has been, "She does well for a woman." Several studies show that both men and women devalue the work of women (Isaacs, 1974; Pheterson, Kiesler & Goldberg, 1971). One study, however, shows that men and women do not evaluate women administrators more negatively than men and and that attitudes toward sex characteristics and sex role images do not influence the evaluations (Andruskiw & Howes, 1980).

A woman dean sometimes finds herself in a situation, such as a meeting, where she presents an original idea or solution to a problem and no one pays attention to it. A short time later, a male colleague presents the same information and the vice-president or president picks up the idea and compliments him for his creativity or judgment. This raises a question about what steps the woman dean and/or her female colleagues should take in such a situation. In another incident a dean might find herself in a situation where she presents a new project for program expansion to the president. When she presents all of the background information, rationale, and statistics, the president requests similar information from the vice-president who finds it necessary to collect the data from the dean who is most knowledgeable about the project. The incident again poses questions concerning what strategies women deans should use in order to be recognized for their competency.

Besides attitudes and evaluations of performance, there are other explanations for discrimination against women. Some researchers argue that discriminatory practices are related to the unconscious influence of factors in the work culture, structure of organizations, and particular career patterns assumed by women in the United States. Many cultural norms limit the number of women who work up through the organization. A few of these cultural inhibitors are the perceptions that marriage and homemaking are more important careers than work (Epstein, 1975; White, 1975), that administration is a masculine role (Schetlin, 1975; Schlossberg, 1974), that women in the professions are socially deviant (Ramaley, 1978), and that successful performance by women is often related to luck or effort, while successful performance by men is related to ability (Dean & Emsweller, 1974; Frieze, 1978). These norms are viewed as providing psychological barriers to women climbing the organizational ladder.

The structures of organizations have also been viewed as deterrents to aspiring women administrators. The norm of organizational homogeneity (Doddio, 1973), the use of nonability criteria for selection and promotion (Quinn, Tabor, & Gordon, 1968), the workings of the informal network (Woods, 1975; Smith, 1978), and the use of the reward system (Bayer & Astin, 1975; Kantor, 1975) all limit women's career success. A nursing dean might find herself in a situation that illustrates the effect of organizational homogeneity, the use of nonability criteria, and the misuse of the reward system. In one university, the administration decided to discontinue separate schools of nursing, health education, and other related health disciplines and combine them under a School of Health Sciences. Although the School of Nursing had 52 percent of all the students, and all of the deans of the schools involved were women, a male dean who had no faculty experience in any of the health fields was chosen to head the Health Sciences school. The reason given for not choosing the dean of nursing was that her background was not broad enough. The fact that the male dean had no understanding of nursing or health education did not seem to be significant. His experience was that of an administrator in a service agency. The president and vice-president and most of the deans in the institution were men. This incident again raises the question concerning what strategies women might use to prevent such discrimination.

The final deterrent, that women have different career and mobility patterns than successful men, also appears to be related to the norm of organizational homogeneity. Studies have shown that women lack internal support networks pressuring for their promotion (Hennig, 1971; Krueger, 1980), women lack role models of successful women (Freeman, 1975), women have frequently interrupted their careers for childrearing (Gasser, 1976), and women have not always obtained the necessary prerequisite experiences (Arter, 1972; Mattes & Watkins, 1973; Pfiffner, 1972).

Strategies for Survival

Women administrators need to learn strategies for survival in administration. They first need to have a good knowledge of theories of administration, decision-making, communications, conflict resolution, problem solving, leadership, budget, legislation, politics and educational planning. Their education should include internships with women administrators as role models (Andruskiw & Howes, 1980). They need to take risks, understand the language, be able to establish priorities, be assertive, speak up, maintain career visibility, accept responsibility, learn to live with ambiguity, be patient, look out for themselves, make good decisions, and manage time effectively (Bennett, 1979; Hennig & Jardim, 1977).

To be competent is not enough. Women need to be aware of political realities, have a strong sense of self, drive to achieve, become activists, and provide new ethical and moral leadership. They need to provide an "old girl" network. The American Association of Colleges of Nursing could provide that network since it consists of administrators. It could become involved with the American Council on Education/National Identification Program (ACE/NIP) where women are kept informed about positions and where they have an opportunity to support each other (Soldwedel, 1979; Gordon & Bell, 1979).

THE NEED FOR RESEARCH

Whether deans choose to remain deans, return to professorships, or climb the administrative ladder, research and publications are an important part of their professional careers. If the deanship is their first, they probably have published as faculty members and have evidence to present. Other credentials, such as administrative experience, leadership qualities, and ability are given a great deal of weight in the selection process of administrators (Lutz, 1979; Stauffer, 1977; Katz, 1974).

There is a great need for theory-oriented research in the deanship. It should encompass a wide range of research interests and methodologies. There is controversy over various issues, such as whether present theories are general or particular, whether the scientific method is appropriate, whether models and modeling have a place in administrative theory, and what should be the substance of research and theory. One researcher feels that research and theorizing in the administration of higher education should begin with an intensive study of the behavior of administrators (Griffiths, 1980).

The University Council for Educational Administration has presented a plan for needed research that consists of six domains of inquiry. The plan was conceptualized for schools of education but could be applied to schools of nursing. The first domain, "Baseline Data about the Deanship," includes such things as who deans are; their background, professional experiences, and career patterns; and settings in which they work. The second domain, "Deans as Individuals," consists of such items as personality characteristics, personality profiles, needs, values, motivations, and conceptual styles of deans. The third domain, "Deans as Individuals in Organizations," includes the role of the dean, what deans do and are expected to do, and their leader behavior. The fourth domain, "Schools of Nursing as Complex Organizations," could include structural characteristics, governance, decision-making structures, communication patterns and organizational complexity. The fifth domain, "Schools of Nursing as Organizations in Environments," could consist of such items as typologies of environments, the organizational suprastructure, policy and policy making, and influential external groups. The sixth domain, "Organizational Change and the Deanship," can include or includes innovations in higher education, the dean as change agent, and strategies and tactics for change (Culbertson, 1980).

Deans of nursing need to be involved in research concerning the deanship, especially if they find that there are differences between the deanship of schools of nursing and other schools. They might conduct research as individuals, collaborate with professors of administration in their own schools, or cooperate with deans of other schools of nursing in other institutions. In addition to research concerning the deanship, deans might also prepare articles concerning their areas of interest in nursing. Publications might include such things as theories of nursing, issues, philosophical ideas, and future directions for nursing.

MANAGEMENT OF TIME AND RESPONSIBILITIES

If deans are to do scholarly work as well as taking care of the necessary administrative and leadership responsibilities, management of time is a crucial item in a dean's life. There will never be enough time to accomplish all the things deans wish to do. If deans devote 8 hours a day to administrative responsibilities, there will be pressures requiring 10 hours. If deans increase the number to 10, they will soon find the hours moving toward 12. They have to decide on the amount of time per week and make the available time fit (Eble, 1978). They learn to live with uncertainty. They may even come to enjoy the variety of functions, master them, and look for new challenges.

The following are some suggestions that deans may follow in order to achieve scholarly work as well as administrative activities:

1. Set goals and priorities. The closer the ideal goals of the dean come to the realistic goals, the greater the chance the dean has of achieving them. If the ideal and the realistic goals of the dean, the superiors, and the faculty are similar, the opportunity for success is greater. Because all personnel will be working toward common goals, similarity of goals saves time. The dean should decide with the faculty what activities will receive the greatest attention for the year, establish time schedules, and set deadlines.

2. Delegate responsibility. Since the dean deals with professionals who have expertise in different areas, she/he should give them responsibility for those activities which logically and naturally fall within their positions. The dean should pay attention to details concerning delegated activities. She should not take for granted that something will be carried out automatically or completely. She should follow through on procedures by checking with professionals at least the first time so that faculty members and other administrators to whom responsibility has been granted can be held accountable.

3. Separate routine activities or problems from major problems. Routine or programmed problems that keep occurring should not be handled as if they were crises. The dean can anticipate that certain problems will occur and can solve them routinely. The problems may center around such things as class schedules, committee meetings, faculty assignments, and various reports. These might be handled by having two notebooks, one with a monthly index and one with an alphabetical index. Things that occur during specific months can be listed under the appropriate month. The activity or the solution to the problem can be described under the appropriate alphabetic index with sample letters and forms. Many of the activities can be handled by persons other than the dean. In some cases, an administrative assistant or secretary can handle them.

The dean should write routine things down in order to keep her/his mind free for creative thinking. The dean should be free to deal with major problems such as budget, tenure and promotion, and special projects.

4. Decentralize decision-making. If all decisions have to be made by the dean, she/he will have little time for other things. Decisions should be made close to the place where the problems occur by persons with the greatest expertise for making those particular decisions. The dean should concentrate on the broad decisions involving the entire school and those decisions that are specifically delegated to her by her superiors. She/he needs to live with trial and error because mistakes will be made and she/he needs to take ultimate responsibility for the school.

5. Develop a strong office staff. The dean should assign special responsibilities to each of the secretaries so that each feels she is part of a team. The dean could teach them to assume responsibility for such things as giving information about the various programs, scheduling conferences, and knowing the students. Having superior personnel over a period of years makes everybody's job easier and less time-consuming. The dean might have periodic meetings with secretaries to discuss problems. Secretaries can be taught to observe whether a student is upset and should see someone immediately or whether the student can wait several days for an appointment. This might prevent a crisis that would require a great deal of time to resolve in the future.

Secretaries can take care of correspondence and separate important mail from general mail. They can be helped to then categorize the important mail into that which is very important and has deadlines and that which is not so important.

6. Balance time. There are many internal administrative functions that have to be carried out, such as committee work, meetings, conferences, and class schedules. The dean may also be teaching a course. She/he will be involved in community and professional affairs and should make a decision about how many ways she/he can divide attention and use energies in different activities. Most deans can find 12 free hours in a seven-day week. If they cannot, they are in trouble.

7. Schedule time. Block out time for commitments in the appointment book for a year or at least for one semester. They include such things as committee meetings, professional meetings, college or university activities, correspondence, conference time for faculty and students, classes, preparation of budget, and tenure and promotion process. The dean should use good judgment about working with the door closed or open. When it is open, it should mean that she can be interrupted. Every dean needs time for creative thinking. For some this happens after regular hours. The dean who plans to do research or write articles might block out times during the week. This might be half days or a full day. She/he may be away from the office for complete privacy.

8. Establish a simple communication system. Since communication among deans and faculty and students is very important, the dean should with the aid of faculty establish an uncomplicated vertical and horizontal communication system. An attempt should be made to have information travel up as well as down and across. If memos are required they should be written in simple English, so that not too much time is spent on them. If there is no time for memos to be sent to all faculty members, and information has to be delivered, it might be a good idea for the dean to have a bulletin board where a notice might be placed. The faculty might also need a special bulletin board for communication purposes. Meetings or general announcements might be publicized in a weekly flyer.

9. Consider the faculty and students. The dean with the help of the faculty and students should establish a mechanism whereby students have ready access to faculty members and the dean. Students should be helped to learn what channels are used for their problems and to whom they relate. Faculty members should understand to whom they are responsible and where problems are taken and resolved. The dean should abide by the procedure, although all students and faculty should have access to her if they wish to see her. The dean should allocate time for conferences with faculty members and students.

10. Consider idiosyncrasies. A dean may be tempted to put off doing tasks she/he dislikes. If she/he dislikes answering phone messages, she/he should get them out of the way first. She/he may dislike working on budget. One solution might be to plan for a block of time so that the dean can work on it with the door closed. One dean may like to have conferences with faculty members over lunch, another may prefer to reserve this time for a walk or a swim in the pool. A dean may be annoyed when a nicely planned schedule is upset by unforeseen incidents. That dean will have to be more flexible in her schedule so that there is room to shift activities. If a dean likes to take advantage of informal "on-the-spot" conversations, time must be allowed for that; as a consequence, the schedule may have to be rearranged, and the day may have to be lengthened.

SUMMARY

Deans of nursing must be involved in research and publications because of the need for knowledge about deanship, their own needs for advancement, and the part they play as role models. Before they consider their role as scholar, they need to give attention to their roles as administrator and leader because these roles receive priority in an institution. Women deans need to consider the special problems of women in administration, whether they plan to remain in the deanship, return to a professorship, or climb the administrative ladder. They need to plan survival strategies in order to succeed.

Women can achieve success as scholars as well as administrators and leaders by managing their time and their responsibilities. They not only have been successful as administrators but also are beginning to assume leadership so that the administrative role will be viewed not as a male model but as an administrative model.

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According to Donna Diers...

The emergence of the position of dean in American universities was brought about by two forces: the decentralization of authority necessitated when universities grew to a size that a president could not manage without assistance and the development of professional schools, which sought a greater degree of autonomy. The role of the dean varies greatly from place to place, depending on the size of the school, its special character, whether it is public or private, its history and traditions, the organization of the university, and the school's place on the continuum from growth to decline.

The facet of the deanship that is the dean's role or function as scholar is a bit of a puzzle. Since this paper was to be about the dean as scholar, I thought it should probably be a scholarly paper, so I went searching for seminal references on this topic. There weren't any. The nursing literature about the deanship deals with the administrative and representational roles primarily, with some excursions into leadership style, management functions, and how often a dean ought to have her hair done to impress upon the faculty that her mental health is intact. The literature about higher education administration in general deals with many of the same issues (except the beauty parlor), with digressions into how to quell a student riot, fight off a faculty union, build a physical plant, or massage the alumni.

It may be the case that universities have realized that scholars make the very best deans because, to the scholar, only the *work* is important; leisure is not even a consideration. Smart university presidents who want hard-working deans then may have long ago realized the inherent advantage of appointing to deanships individuals with the psychological make-up of the scholar.

Perhaps it is merely assumed that the person appointed as dean is already a scholar and that no more need be said about that. That may well be the case in fields so fully developed that their young, who grow up to be deans, are fully formed scholars when that stroke of lightening hits them and they make a decision to make a mid-course correction into administration or management. Nursing's scholarly field is much younger than that, however, and the career patterns of nurses not yet formed along the lines of the basic and behavioral sciences. Few in nursing have even been around long enough in the field to have become recognized scholars before they became deans, such has been the need for nursing personpower in leadership positions.

So this paper is not intended to be a scholarly work on the dean as scholar; rather, it is a discursive (and probably digressive) inquiry into one piece of the dean's role and responsibility.

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There are some myths that need to be exposed early on about why one would even want to have a dean be a scholar. Why is this even an issue, a suggestion for a program like this?

There is, first, the myth that a scholar is smart, and so the push for dean-as-scholar implies that we want a smart dean. That would be hard to argue with. Certainly a dean should be smart, as well as shrewd and conniving and sensitive and moral and visionary and quick and penetrating and assertive and able to walk on water on alternate Tuesdays. But scholarliness and intelligence aren't the same thing.

Then there is the myth that a nursing dean must be a scholar in order to communicate with the university officials--who are, of course, scholars. As an administrator, I've rarely been to a university function in which more than a superficial pass at matters that might be called scholarly is made. It is much more useful in my setting to have read the morning's New York Times if I want to make small talk with the provost who is a professor of French, the deputy provost who is a professor of physics, or the president who is a professor of Rennaissance literature.

Finally, there is the myth that having a dean who is a scholar will inspire the faculty to scholarly work. My experience is that if anything inspires the faculty to scholarly work, it is their own individual or collective desire to think, write, and produce, plus the carrot and whip of the appointments and tenure criteria. I doubt seriously whether the dean's own scholarly output does much more than convince the faculty he or she is a workaholic, an ivory-tower, and therefore, useless, intellectual, or ambitious. The latter may be inspirational but not the first two.

All of these myths, and more you could probably add, are based on a misconception about what it is to be a scholar and what the role of scholarliness is in a deanship.

One dictionary definition of "scholar," is a pupil or student (in addition to the definition of scholar as a learned or erudite person who has mastered the content of a given field). The scholar as student implies that it is possible to talk about the dean as scholar as a matter of process as well as product, a matter of learning as well as of definition.

It is clear that a dean must have enough knowledge of what it is to be a scholar or what the nature of scholarly work is to survive in a university. Universities exist to promote scholarly work, to push back the frontiers of knowledge and service. Because of their peculiar place in American life, universities have strange value systems which in turn determine even stranger processes of evaluation of faculty and students, design of curricula, personnel policies, and governance. A university is like no other organization, though some of them are becoming more and more like widget factories. In the best of times, which is not just now, universities hold to the tradition of individual expression and freedom, and create structures both to preserve that tradition and to demand it. Yet scholarship is one of the most difficult qualities to define or evaluate, for one man's scholarly work is another man's trivia. To be counted, scholarship must be visible, and thus we publish or perish and endure brutal criticism from students who may confuse pedagogical style with scholarship. A dean must know what it is to do scholarly work, and in nursing we automatically assume that doctoral preparation has taught that. The dean must have a grasp of the forces that move university scholars and of the structures needed to support scholarly work. To survive herself in the university system, and to guide others, the dean must learn to promote the love of learning for its own sake, knowing that that plus a quarter will buy a cup of coffee. She has to know how to translate scholarly work into dollars and nursing scholarship into the forms more familiar to her scientist and social scientist colleagues, and, above all else, how to keep her tongue in the face of administrators who believe there is no scholarly content to nursing.

So a dean must be a student of the university, an activity which in itself may be scholarly.

But the title of this portion of the program means more than just a literal interpretation of the dean as scholar. What is probably more to the point is the dean as faculty member, a position that includes scholarly work, teaching, research, publishing, and in some places, clinical practice as well. The decanal role is primarily, though not exclusively, administrative, managerial, a role of leadership. Most deans, if not all, also carry a faculty title as professor of nursing or some equivalent rank. If that faculty title is to be more than merely honorific, how does the dean function as faculty member?

The first point should be that a dean should be a faculty member before she becomes a dean. That means more than simply having served one's time on a faculty somewhere. The deanship is no place to learn how to be a scholar, a teacher, a researcher, a writer--one had better know how to do those things before one becomes a dean. In fact, it should also be a rule that one never takes a deanship unless academic tenure goes along with the job. A dean, if she is good, chances making enemies of the university administration. Tenure protects her to some degree. Further, for a dean to try to make it through a tenure review at the same time she is trying to run or build a school is masochistic at best and suicidal at worst.

If one sees becoming a dean as a long-term career goal, it is probably wise to begin to build up lines of scholarly work and teaching, with their resulting publication, that can eventually fit in with the decanal role. Very few of us can work as Dr. Edmund Pellegrino did at the University of Tennessee or at Yale, where he had serious and difficult scientific research going on bone metabolism, equally serious and difficult scholarly work in the humanities, ethics, and medicine, and still held and carried out brilliantly the positions of chancellor at Tennessee and president of the Medical Center at Yale. He also came to work at 7:30 in the morning, worked all day Saturday, kept seven secretaries and untold research assistants at work, and had (and still has) a very supportive and accommodating wife.

In nursing, deans are rarely so senior in their fields as to be either so well organized, so fully prepared as scholars, or so famous as to demand the resources to continue academic work while managing the decanal responsibilities. But the more academic experience one can have under one's belt before taking a deanship, the better off one will be.

One of the peculiarities of a decanal role (or really of any leadership role) is that the leader is supposed to be the best in all the things the organization is involved in. Translated to the deanship, this means the dean is supposed to be not only a scholar, teacher, practitioner and writer but also the best in all of these. In nursing, we make a lot of the concept of "role model," and the dean is supposed to be the role model *par excellence*.

What the faculty want in a role model and what is reasonable for the dean to do are two different things. Nobody can be equally good in research, in teaching, in direct patient care, and still write articles about it all--to be published, of course, in refereed journals. Nobody can even *do* all of those things well simultaneously and not neglect equally important and equally time-consuming parts of the craft of deaning, such as raising money or dickering with the administration.

There is no great secret about how to be a faculty member; as a matter of fact, there's no great secret about how to keep being a faculty member while one is also a dean. Perhaps the only really hard part, other than balancing time demands, is in initially deciding what kind of a dean one wants to be, and why.

A deanship can be a totally consuming position. There is always more to be done, thought about, pushed forward, or stopped. There are always more information to process than one ever can, more contacts to be made, more money to be found, more ideas to be encouraged, changes to be made in curriculum or structure, procedure or process, faculty to be hired or evaluated or terminated, and odd requests of students to be attended to or ignored or solved. A nursing deanship these days is perhaps even more demanding because the dean's responsibilities for translating nursing to the outside world are even more critical than they ever were.

It is possible to define one's deanship in terms of management, administration, leadership, and general boundary crossing. For some, that may be completely satisfying and fulfilling, and that definition will certainly consume all the time available. What the aspiring dean has to do is think about what kind of a professional life is most interesting, most stimulating, and then create out of the role of dean ways to fulfill her desires. The deanship is perhaps the most open of roles for such shaping to fit individual interest, since it is one of the least defined positions, and one of the most autonomous.

Any job is shaped to fit one's personality; a deanship is no different. If one is most comfortable at some distance from the interpersonal battles or the head-to-head intellectual ones, one may create a deanship composed nearly exclusively of the administrative functions. That configuration is not necessarily bad at all and may be exactly what a given school needs at a particular time. If at the same time the dean is happy with that definition of role, chances are it will work well both for her and for the school.

Other deans may define the role differently and include more of a component of faculty membership in it, taking on some teaching responsibility, devoting some time and energy to scholarly work, and otherwise retaining a faculty commitment. That, too, may work wonderfully, again if the dean is satisfied with that definition of the role.

If the dean decides to retain faculty membership, with at least some of its responsibilities, the only hard part is figuring out how to do that. Time and energy are the most important commodities a dean has and, in times of pressure, the scarcest. Therefore, to preserve her mental health, the dean has to figure out how to fit her scholarly interests, her teaching interests, and her writing and speaking into some coherent form that makes the best use of her talent and leaves her some time left over for lunch.

Deans often find themselves in charge of a course on "trends and issues." This used to astonish me until I became a dean and discovered why that is. It's because what one deals with daily as a dean is, indeed, "trends and issues," and it seems convenient, I suppose, to begin to think one can teach about them. It also, at least early on in one's deanship, seems imperative to tell other people (students being the most accessible) what one is coming to learn about how a university works; about how the health care system operates; and about money, power, sexism, corruption, and all the other things the dean just comes to know. It strikes the dean how awfully uneducated she is for her position, and maybe she wants to educate others. She can't teach the faculty--they would resist it anyway --and students are so very present. One wants to invent new courses in public policy and the health care system in the innocent belief that one can ever truly prepare students so they won't go through the painful process of learning all that stuff on the job. The dean is privy to so much of the inside story on the workings of the hospital, the reimbursement systems, the university, the medical school, the research institute, the ANA, the NLN, or the AACN; most of it is great fun. Yet simply having access to enormous quantities of information does not make a course nor a good experience for students.

Nevertheless, it is quite possible to devise curricular content out of the kinds of issues with which a dean deals all the time, and when that is possible, it conserves time and energy on the dean's part. Simultaneously, exposing one's ideas to students provokes all kinds of new insights that may be used to reform one's thinking about the decisions one is involved in in the dean's office, long after the class has gone home.

No matter what the content is that a dean decides to teach, I believe it is valuable for a dean to maintain that kind of contact with students. Students these days are remarkably uninhibited by authority, and it is simply good for a dean to be confronted with bright minds and new views. When the rest of the day the dean may be treated with deference by faculty or staff, the students' forthrightness tends to clean out the head.

The dean who teaches is also in touch with student life in a way that may help her understand the health of the school. Further, the dean who teaches knows something at least about how the faculty feel, and that in itself may be valuable. But beyond the symbolic or role-modeling value of continuing to participate in teaching, the dean who teaches, if teaching is something she loves, is probably a better administrator for having one piece of the week she can call her own.

A similar kind of reasoning may apply to a dean who wishes to continue a clinical involvement. However, I think it crucial to determine the purpose of clinical work for a dean. Is it simply to keep one's hand in? Is it to make a political point about the relationship of education and service, as it was when Dorothy Smith inaugurated the idea of the dean as practitioner? Is it to get a feel for what the clinical issues are for some other purpose? If clinical insight and knowledge is important to the particular deanship, is it necessary that the dean herself engage regularly in practice, or are there other ways to accomplish the agenda?

Keeping one's hand in should be the last of the reasons for having a clinical commitment as dean. The dean's schedule simply will not allow one to experience to the fullest what clinical work is, and unless one has the time to hang out in the clinical setting, attend the case conferences, grand rounds, coffee klatches, and other informal gatherings, one will easily fall further and further behind what is new in clinical work. One will end up becoming an ordinary practitioner of nursing, and that will not be good for patients, for the dean herself, or for her image in the school or the medical center.

While teaching is clearly a part of the faculty role, clinical practice is not uniformly so. Yet I believe that even if a dean chooses not to continue direct clinical involvement, when and where that involvement is a responsibility of her faculty, she may still continue to develop her clinical interests in other ways, if she wishes.

Some find nursing and its practice and practitioners absolutely fascinating and can listen for hours to good practitioners talk about their work, their patients, their clinical sessions, and their conflicts, questions, insecurities, and triumphs. Perhaps it's just vicariousness or perhaps it's an innate affection for human interest stories. That interest is conveyed to faculty, I think, as genuine regard for their work, which it is, as well as a sincere desire to learn more about what it is to be a medical nurse practitioner or nurse-midwife or whatever. If part of the dean's responsibility is to represent the faculty to the larger public, in or outside the university, she ought to be as conversant as possible with what the faculty do and think, what they believe and feel, and what they define as the issues. There is no way to learn about that except by listening to the faculty (and the students, for that matter) talk. Or by observing them work, if that can be lined up comfortably.

Such interest on the part of the dean may help faculty members in another way. It is just inevitable that the dean comes to look at the world with her political glasses on. After a while in the deanship, she can make sense of what is happening only by viewing things as exercises in exchanges of power. Therefore, when faculty or students talk about their work, the dean can't help but fit incidents into a political framework, and when that is fed back to the faculty member; it may shape the practice setting. The dean who sets herself up to be an expert in clinical practice in anything except a very narrow sense of her own individual practice is likely to be accused of self-aggrandizement. But the dean can make a contribution by becoming an expert in the frameworks of practice, and the socio-political configurations that surround direct patient care.

The dean's role is inherently public. She stands out in front of the crowd in the school, and she represents the school in the larger world. There is no way for a dean not to be public, though each dean has considerable latitude in deciding just how visible to become. For some, the public speaking role is not comfortable, but the office-holding role is. For others, national committee work is sheer drudgery while publication is fun and easy. Again, a dean molds her function to her personality to some degree at least, and any dean has any number of choices to make about how to use her visibility.

The dean is responsible, however, for becoming visible beyond the local scene. In part this is taken care of when one accepts the appointment as dean--the kleig lights automatically shine on the dean. Yet, to accomplish some of the school's goals, the dean may elect to work into professional meetings or associations so as to have an impact on decisions; she may try to develop a national reputation for thoughtfulness about certain topics and open up speaking engagements across the country. She may wish to become active in nursing politics in or outside the professional organizations and thus gain visibility for herself and her school. Or she may establish a quieter reputation for hard and careful behind-the-scenes work, serving on councils and committees and in high but inconspicuous places.

Another form of public visibility is publication. Almost more than any other qualification on my secret list of criteria for selecting a dean would be an ability to put an English sentence together--to write. A dean will do an incredible amount of writing in the course of a term of appointment. She will churn out memos by the thousands, progress reports, annual reports, papers, articles, agendas, instructions, policy drafts, grant applications, foundation applications, letters, letters, and more letters. If writing comes hard, the work of the dean will be very hard, indeed, for there is no way to avoid the amount of writing that must be done. And if a dean is not to drown in a sea of unanswered correspondence, she had also better learn to write fast. (And, parenthetically, if the dean has an English professor for a president, she had better learn to write literately as well!)

Publication is just a form of writing, a bit more difficult than off-the-top-of-the-head memos, but not much different in process. Yet a dean must seek opportunities for publication, both as a way of keeping herself and her organization visible, but more importantly, as a way of forcing herself to think something through to the point that it might warrant the attention of others. One of the most frustrating parts of deaning is that so much is going on all the time, most of it so big that it is difficult to hack away a tiny piece of one's work to develop and finish. Writing for publication is one way of keeping one's sanity. To develop an article is to carve away one tiny topic, pursue it with some kind of logic and rationale, read up on it, weave in new thoughts, edit, polish, and buff it to a small jewel to be bestowed on the unsuspecting public. Publication can be seen as just another onerous task of the dean or it can just as easily serve another function: to give the dean an outlet of expression that she rarely has. To commit to an article, a book chapter, a speech, or a book is to commit oneself to a task that has a beginning, a middle, and an end, unlike most of the other tasks of the deanship. It is also a commitment to oneself to sit down and contemplate the topic, worry it, and finally develop it to the point that one is not embarrassed to have it heard or seen by others. I happen to think that is a wonderful experience, a cathartic one, an opportunity to be sought as an exercise in self-discipline and creativity, and especially an opportunity to feel in control of something when so much of the dean's life may feel somewhat less than completely controlled.

Any public visibility of the dean will reflect both on her and on her school. The more visible the dean, the more visible the school tends to be, though the reverse is not necessarily true. The more the dean's public performances are applauded, the higher the estimation of her school tends to be, and this time the reverse is true. Visibility for the school tends to have important spinoffs in faculty recruitment, student enrollment, funding potential, and even political largess. A dean has a right and a responsibility to present and defend her own intellectual work, exclusive of the school's ownership, and should not be intimidated by knowing that, no matter how she does it, the school's reputation will be affected. It is comforting to know, however, that just as one cannot please all the people all the time, one can't offend them all either.

How a dean might choose to exercise her scholarship depends both on personal interest and on how she defines her field. Leaving aside for the moment the situation in which the dean comes to the position with an area of inquiry already mapped out and with some progress in investigation already made, any dean may find in the normal practice of deaning ample arenas for study. One of the things that make a deanship a wonderful position is that it is so enormously rich with challenge. Part of that challenge is the kind of learning that characterizes the scholar. How a dean chooses to focus that learning is a matter of personal choice.

A deanship can be conceptualized as an academic administrative position, so that one's field of interest becomes the theory and application of academic administration. Or, the dean may see the field of deaning as curriculum development and choose that as an area of study. Or she may see the deanship as an example of intergroup relationships, as power and authority issues, as male-female sociology, and an exercise in resource determination and allocation, or any number of other ways.

The dean's daily mail is rich with resources for study. In fact, it is overwhelming in its richness. Any and all of the things that come across one's desk may provide the data or impetus for the kind of study that I am calling scholarly work here. The dean sits at the center of the information flow in an institution, and sometimes it seems as if nearly every piece of paper in the place goes through her fingers. If the dean conceives of her field of inquiry as some aspect of the work or mission of the school, then she has immediate and automatic access to sources of data to provoke study.

In some sense, the dean's field is all of health service delivery, education, politics, funding, and relationships. Almost by default, the dean may become a scholar of macrosociology and public policy, since so much of what crosses her desk deals with issues of reform. The serious study of those issues is a perfectly good area of scholarly work and one that is too little attended to.

For the dean to function as scholar, that aspect of her position must be integrated with the rest; otherwise, she merely becomes frustrated, or at worst, schizophrenic. If the bulk of the dean's job in a given institution is dealing with student affairs, then the dean might think about students, socialization, stress, professionalism, or related issues as matters she might pursue as scholarly interests. If in another institution the dean's position consists of a great deal of boundary crossing with other schools, the state legislature, professional organizations, or what not, then that dean might consider intergroup relations and related issues as matters for scholarly inquiry. In still another place, the mission of the school might be reform of the health care system, and that dean might think seriously of a study of policy and politics.

The point of even thinking about a dean's retaining some aspects of the faculty role, whether they be research, teaching, scholarly work outside of empirical research, clinical practice, or community service is to call attention to the ways in which a dean may do her job better. The nature of the job depends very much on the setting and on the dean's own analysis of what the job ought to be. No one, dean or otherwise, should fall easily into doing meaningless work simply because somebody else said it was a good idea. But anyone, dean or otherwise, should have the right to determine how to keep growing and the responsibility and authority to manipulate the position to accomplish that.

The dean is in the fortunate position of being able to see nursing and nursing education from an unusual perspective. She is in a position to make relationships between and among ideas that seem, at first glance, not to be related. The kind of intellectual work called synthesis comes naturally in a deanship, which receives the stimulation of ideas from many sources. Every phone call, every appointment with the faculty member or student, every site visit, committee meeting, small piece of mail, or conference may provide pieces of data leading to a larger, scholarly understanding of the world of nursing and health care. Thus, the dean's natural role as receiver and transmitter of information should be seen as a resource for a certain kind of scholarly work.

The more traditional kinds of scholarly work--empirical research--are not beyond the grasp of the dean either. But it is naive to try to negotiate a deanship and to preserve half of one's time for research (as a friend once tried to do) with a university president who is recruiting a full-time dean. He's not interested in a researcher. If he gets a researcher too, that's gravy.

The hardest thing about doing empirical research as dean isn't finding the time for data collection or analysis. It's the inherent psychological switch from the action/decision mode of deaning to the contemplative style upon which elegant research depends.

A dean who loves empirical research may find other outlets for that expression besides doing it herself. Because of her access to information, she is in a position to know what the trends in research are, where the funding sources are and how they are changing, and most importantly, is in a position to hook up people who have similar ideas. Any institution breaks down into component parts, and the people in those parts may not know what the people in other parts of the system are doing or are interested in. The dean does know; she receives this information constantly--from her role in the appointments and tenure committees, from her counseling functions with faculty, from hearing about people through middle-level managers in the school, from her own contacts, from friendships, and even from gossip. I think a dean comes to see herself over time as less the mother of ideas than the midwife, and nowhere is that role more interesting for the dean who is a researcher than in assisting faculty at the birth of a collaboration.

If a prospective dean has an area of intellectual inquiry already identified, she may have to defend her right to continue to develop it in the face of unrelenting demands from faculty, students, and the administration to do otherwise. Such a dean learns to separate her position responsibilities from her personal intellectual goals and to preserve and fertilize the scholarly area. If she prefers, she might develop course work along the lines of her special interest, as professors in the liberal arts do, without worrying about filling up the holes in the core curriculum with trends and issues courses. At the risk of redundancy, the dean is first a human being, a professional, even a scholar, and only after that a dean; she should not submerge her personal interests in the swamp of the job.

Another speaker tomorrow is addressing the topic of the dean as a human being. Without stealing her thunder, I should like to address one important part of the dean as human being: before you take a deanship, look as fully and deeply as possible into the situation and into yourself. There has to be a match between the dean as an individual and the particular position. If as a human being you are devoted to clinical work, the deanship must be flexible enough to accommodate that, and the ideology of the institution must support it. If you are a born teacher, then the institution has to permit your teaching function, allowing you to teach whatever it is you know best in ways that will not compromise or interfere with the work of the faculty.

If you are a professorial type, seek a deanship in an old private university with a stable program and a decentralized structure. If you're into creating and power and nursing issues, find a new public university program with undeveloped potential.

If empirical research is your thing, the institution has to permit and encourage your remaining in touch with your scientific field, and you have to figure out ways of doing that that will mix with your style of management or leadership. Some kinds of research require periods of quiet and contemplation; the deanship does not lend itself to those periods unless they are planned as leaves or time away. Some kinds of clinical practice require daily contact; the dean's schedule is not always that flexible. Teaching always requires keeping up with the latest literature, so, if one wishes to continue teaching, one must have the leisure to read and think as well as the time in class and outside to deal with students.

And in all these cases, one must be sensitive to the symbolic value of the dean's role and the possibility that one's continuing one's own faculty role will be misunderstood as interference with the faculty's work or as a hint to faculty that they are not living up to your expectations.

Welcome or not, it is simply a fact of group dynamics that the leader, the dean in this case, will be fantasied by the group to be the best in everything, to know it all. One's scholarship is supposed to be just a little deeper and truer, one's clinical work more organized, more sensitive, one's teaching more thorough. The dean is sometimes not allowed by the group to fail, yet the dean as human being can't help but occasionally, even more often than that, be unprepared for class, choose a wrong statistical test, or otherwise screw up. A dean has to know what is legitimate to expect of herself; she must not fall into the trap of expecting to be perfect just because others will look for signs of imperfection. Thus, it is all the more important for anyone eying a deanship to figure out what one is good at; what, in addition to the demands of the job, one wishes to put one's energies into; and what one's own bottom lines are. If a deanship would take one too far away from a love of teaching or research, one probably should not take the position; it will only lead to frustration and regret. Yet it may take more than a little mental energy to figure out how to fit one's scholarly or other interests into the role so that it becomes coherent and do-able.

It takes a while in a deanship before one realizes that what the faculty want is not the best clinician, wisest scholar, or most published researcher: what they want in the dean is the best thinker. When a problem lights on your desk, what is wanted is not a content observation, but a process of thinking the problem through, even though one may not know anything about the content of the issue. Deaning is terrific learning in thinking, relating issues, seeing things from a larger perspective: that point of view cannot be avoided. Simply managing the flow of information that comes to one is graduate education in analytic thinking, as well as awfully good memory training. Once one gives up the notion that in order to function one must understand in-depth and completely every interpersonal, professional, clinical, conceptual, curricular or content issue presented, one is free to depend on the powers of analysis as well as on the wisdom of experience, and that's what is being sought.

Having said all this about how a dean might or ought to retain a role as faculty member, I should say how she can do it. Here are just a few simple rules:

1. Know thyself. Know what you're good at, what you're not so good at, and what you wish to continue to develop in addition to the inevitable development that will happen just because you are accepting a decanal appointment. Analyze your interests and skills and construct your position around them. There is a great deal in a deanship to make one feel incompetent; provide for your own competence.

2. Hoard time. Time is the scarcest commodity a dean has. Learn how to preserve it. Eliminate time-wasting activities, no matter how

entrenched they have become in an organization. A dean who sits on every committee wastes an incredible amount of time. If you have perfected your prospective faculty interviewing technique so that it only takes a half-hour to come to an opinion about a candidate, don't spend an hour. Learn to cut the fat out of conferences, meetings, and sessions with others, but learn to do it without appearing impatient.

3. Get yourself a superb administrative assistant. Let her or him begin to run your working life, schedule your appointments, turf your phone messages, make your plane reservations, remind you of deadlines or meetings, update your vita, and find things in the files, and then keep your hands out of her business.

4. Delegate, but only when it feels right. The ability to delegate is supposed to be a mark of a good administrator, but good administrators don't delegate everything. Otherwise they'd work themselves quickly out of a job. When you delegate, delegate the authority as well as the responsibility. If you are going to retain the authority, keep the responsibility too.

5. Learn to speed-read and set priorities. Someone taught me early on in deaning how to deal with the flow of paper. He said to speed-read each piece to know whether it was going to take a few seconds to deal with it, a few minutes, or longer. Dispose of the few seconds pile instantly, either into the wastebasket or onto somebody else's desk. If you have the time right then, dispose of the few minutes pile, or keep it handy for those intervals between phone calls or appointments when you need a few not very complicated things to do. Attend to the longer-term things when you can schedule the time to do it. But move those papers off your desk. Otherwise, you'll just sit and stare at them, and they won't go away by themselves.

6. Don't sweat the small stuff. If as dean you wish to continue to grow as an intellectual, a clinician, a researcher, activities associated with those goals will become priorities or at least will provide a backboard against which to bounce the competing administrative demands. Work will always expand to fill the time available, so it takes some choice on the dean's part to decide which work to allow to expand and which to try to contain. A good deal of administrative work requires no discussion or study only decision; so make one and move along to your class or research project or article or clinical work. By chance alone, you'll be completely wrong only 5 percent of the time.

The role of the dean is both invigorating and exhausting. It cannot be allowed to eat you up. One way to prevent being devoured is to keep firmly in hand one's role as professor and to tend it lovingly. Chances are you'll be a better dean for it, if only because you'll be happier. Chances are the faculty will be happier too because you'll be sufficiently preoccupied with other things that you keep off their backs.

And you may provide a role model much more powerful than simply the role of administrator if you can demonstrate the personal will and commitment to academic and scholarly work. That is perhaps asking a lot of a dean; not all would choose or even need to choose to do it. But it can be done, and it can even be fun.

According to Peggy J. Ledbetter . . .

A contemporary approach to a nature trail reflects the society's return to basics. At the trailhead, available maps provide valuable information. The variety of information may include a sketch showing the length of the trail routes and the approximate length of time needed to hike the trail. Warnings are issued that admonish potential participants, "Some routes may be hazardous to your health." Comparing the trail requiring a ten-minute walk and minimum exertion with the one requiring an arduous overnight trek can be quite an experience. The arrows along the brief trail prevent detours into other terrain, where the path is not identified. Signs designate observation points or rest stops and provide notations about the particular spot and tell how it is significant to the area. Scientific names of plants and trees are carefully presented, with the common names included for the naive. The other trail, less well marked, provides an authentic opportunity for learning. Discovery of the route and of the entire environment provides stimulation--with no distractions designed by the authorities. Opportunities and challenges are plentiful and may be limited only by the individual's willingness to expend time and effort. This trail has no guides; it may be the most complex or the most simple of the trails. It is anticipated that this presentation will serve as a non-guided trail similar to a nature trail and that from this experience you will be stimulated to pursue scholarly goals of your own choosing.

During the days of the Roman Empire, Marcella, a noted scholar, encouraged other matrons of intelligence to study with her as she taught the care of the sick. Her activities have been recognized in the suggestion that she might be considered the first nurse educator. Her demise, one which was characteristic of the era, was reported: "killed by barbarians during the sack of Rome"(1). An auspicious beginning for what could and would become an issue for centuries, the education of nurses.

The tenth annual convention of the American Nurses' Association in 1907 included the Presidential Address, "Sarah Constants," by Annie Damer(2). Ms. Damer explained that the Sarah Constant was one of three small ships which, 300 years previously, had sailed up the James River. She related Virginia's effort in 1619 to obtain a university and concluded with the question, "What are we going to do about establishing a school for the training of the women who are going to be the teachers of our profession?" The establishment of that institution was also recalled during a recent regional education board's legislative work conference. The governor of Virginia noted that when the first representative legislative assembly in the new world met at Jamestown, Virginia, in 1619, one of

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its actions was to request the royal governor to ask the king for the money and personnel to build a college(3). The questions relative to the college and the education of nurses have continued through the years.

Nomenclature may be considered a dimension adding complexity to the questions relative to the profession of nursing. The variety of terms--nurse, nurse practitioner, educator, researcher, writer, or administrator--used by nurse leaders to identify themselves reflects the identity crisis that exists in the field(4). Assumption of identity may be considered a priori in the profession of nursing.

The education of nurses in higher education settings is the context in which the issue of professional preparation should be considered. Higher education as a source of ultimate meaning has become an "academic religion" in some instances. Inaugural addresses by 72 presidents of higher education institutions were reviewed by White: "If Presidents consider the University's essential nature to be for Truth--their verbal comments did not reflect that position"(5). Furthermore, the research university presidents spoke of humanism, objectivity, and rationality as principles of the first order; those nontheistic values may be perpetuated throughout academe.

University responsibilities are identified as three dimensional in that teaching, research, and service comprise societal expectations. The extent to which a particular institution erects the tripod may be the extent to which that institution may survive. Although role, scope, and mission statements may reflect a primary responsibility focused on one of the three areas, the fulfillment of those statements may be questioned by individuals implementing the primary responsibility thrust. The trinity of teaching, research, and service has been noted to be quite unequal on occasion. The research universities focusing on that dimension may identify the weakest dimension as service, whether it is within or outside of the institution. One writer, reporting on the blurring of activity with regard to the three missions, used the terminology of the "academic melting pot" and identified service as paramount with research and teaching as being a part of the service responsibility(6). Any one of the components of teaching, service, or research could be purported as the base of the triangle, with the resultant supporting of the other two aspects of the mission.

Teaching as a primary responsibility of the institution has been noted in those institutions historically designated as "teacher training" or normal schools. Paradoxically, many of those same institutions were identified to offer the doctoral degrees in the discipline of education, thereby creating the necessity for the research and service components to receive equal distinction as responsibilities for graduate programs occurred.

Teaching is more than the transmission of knowledge, according to McAllister(7). McGannon has commented that a "teach or travel" attitude, similar to the "publish or perish" syndrome exhibited by researchers, has arisen as a result of the search for visibility by academicians(8). Central questions are raised about the lack of recognition of the mission of the institution, as in the discussions relative to a "core curriculum" and the purpose for which the institutions exist. The technological advances that influenced the swing of the pendulum to the research role in the triad seem to have perpetuated the "scientism" polarization referred to by the presidents of those research institutions in their inaugural addresses.

McKnight reported a study of higher education institutions in Illinois in which presidents, deans of nursing, and chairpersons participated(9). Over 60 percent of the presidents and deans reported that the dean taught one class a year. Although deans of education were not expected to participate personally in the instructional process, a study of dean role norms reflected the responsibility to develop an open climate which most desire for teaching(10). Repp studied administrators of baccalaureate nursing programs (executive officers) and how their behaviors affected curriculum and instruction(11). The population of administrators and faculty members was representative of National League for Nursing accredited programs in New York and the Northeast. The instruments of questionnaire and observation report of critical incidents were used to reveal the three most significant decanal behaviors identified by the faculty: conferring with the faculty, introducing ideas, and responding to ideas. The responsibility for decision making with regard to the curriculum and instruction was considered to be within the domain of the faculty.

Teaching responsibilities of the administrator vary according to a number of variables, including the size of the institution and whether deans are expected to carry teaching loads each semester or annually. Team teaching is considered to be one means of providing an opportunity for faculty to interact with the dean as a colleague in the teaching situation. Also, deans may provide guest lectures in classes in which the faculty has identified the dean as a resource. The faculty may see the dean as a resource for classes on political or legislative topics or on professional organizations.

Student interaction may occur in a variety of settings within and outside the institutional environment; teaching may be considered a mechanism by which students become aware of the dean in a role other than disciplinarian.

The increasing vulnerability of the universities to the societal forces weakening the academic marketplace has resulted in a flight from higher education institutions. Research centers sponsored by industry and others have lured administrators and faculty members away from their institutions, causing a "brain drain." The constraints have pinched the financial girth of institutions, severely limiting their ability to reverse the trend. The lack of funding to support the ongoing research activities of an institution is a major consideration in higher education administration. Cyphert reported that the setting of the institution influenced the productivity of the administration with regard to research(12). Administrators of doctoral granting institutions were more frequently noted to be productive scholars, to be active in the national associations, and to have administrative rather than professional perspectives. Parenthetically, they also took little vacation. Cyphert asked, "does the research productivity of the dean impact or correlate with research productivity of the institution?"

Research participation within and outside the institution was presented by Gortner(13). She elaborated that the establishment of research forums, review of proposals being submitted, and identification of opportunities for the faculty to present research were all integral parts of the role of the administrator. In addition, she noted that the academic administrator may provide information relative to institutional review boards and maintain a perspective on research trends being funded by a variety of sources.

Jacox suggests that the primarily female discliplines of nursing, education, home economics, and social work have no strong tradition of research and scholarly activity. They are heavily oriented toward preparing students to practice(14). Professional schools that have demonstrated a history of slowly becoming a part of the higher education scene may produce graduates at the two extremes of preparation: those who are prepared to practice and those who demonstrate an apparent lack of sensitivity to the realities of the practice of nursing.

According to Sandul, the dean, in order to stimulate the faculty and students, must indeed do research. Her study of knowledge needed by deans and demands on the dean's time and administrative skill(15) revealed the following as knowledge needed by approximately 80 percent of the deans: research knowledge relative to federal government funds and foundation support available; preparation, presentation, and evaluation of grant proposals; and program analysis, planning, and evaluation. Application of research findings identified as knowledge needed by 70 percent of the deans; demographic enrollment and unit cost studies were identified as knowledge needed by 60 percent of the deans. Also, the deans delegated responsibilities as follows: 10 percent delegated the seeking of funding for research; 10 percent delegated the development of studies for examination of the school of nursing; 7 percent delegated the securing of time and funds for faculty to do research; 5 percent delegated the transmission of research to president, faculty and students; and 2 percent delegated the assistance to and encouragement of faculty to do research.

Ideas for research among productive scholars are derived primarily from the scholars' own previous work. According to Gluech and Jauch, the exchange of ideas with colleagues was not as stimulating and useful as up-to-date and accessible library materials which had supporting mechanisms for abstracting pertinent literature(16).

Glueck found that research professors who advocate freedom for the researcher view administrators as an "impediment"; however, professors who advocate some degree of control view the administrator as a positive facilitator(17). Also, satisfaction with administrator is characteristic of researchers who perceived the administrator's role as that of "resource" or "coordinator." Researchers who perceived the administrator as fulfilling no particular role were the least satisfied with the administrator. A hypothesis that the greater the percentage of time the administrator spends in individual research the more researchers will be satisfied with administrators was negatively correlated. A comment was offered that the administrator was perceived to be spending time on individual research rather than on facilitating the researcher.

The topic of research within the institution may precipitate responses as diverse as the constituents of the institution. Issues relative to the institution's indirect costs were further complicated by a controversial circular, labelled A-21, issued from the Office of Management and the Budget within the last year. The accounting rules called for unparalleled documentation, and the impact on the institution has continued to reverberate throughout the hallowed halls of the ivory tower.

Research activity outside the institution, exemplified by the National Institutes of Health Consensus Development Conferences, may be designed to improve communication from the research community to the public. The institutes are primarily disease-oriented, and some nurse researchers have identified the need to diversify throughout the institutes rather than to retain the single identity within the Division of Nursing in Health and Human Services. Further visibility has been suggested through vehicles in the Department of Education and the National Endowment for the Humanities.

A study to determine the administration's perceptions of various duties in social work programs was reported by Dolan(18). The use of a questionnaire revealed the following areas of performance evaluation perceived to be important: teaching, 90 percent; service to the community, 64 percent; committees and administrative service, 63 percent; grant writing, 53 percent; publishing, 40 percent; professional honors, 37 percent; and research, 35 percent. Although social work administrators rate research as the least important of the areas for performance evaluation, the service areas were rated second only to teaching.

The university's service responsibility has been the subject of various interpretations relative to whether the service is rendered within or external to the institution. A broad perspective of service has specific influences in differentiating activities for cost allocations.

Practices of consultation are considered to be an aspect of the service component that may be an integral part of the role of an individual within the institution or may be an autonomous service having minimal relationship to the university.

Clinical practice activities by faculty members within the nursing program have become the topic for much discussion, and boards of nursing in some settings are requiring a minimum number of years of experience in the field of nursing prior to qualifying as a faculty applicant. Administrators have approached the providing of clinical competency in varied ways, including the certification route, joint appointments for nurses employed in health care settings, and clinical privileges for faculty members.

Christman noted that deans who are responsible for delivery of clinical services to patients are in a position to establish a new base of power(19). In addition, professional schools utilizing adjunct faculty may recognize dual professionals as individuals who have a professional identity beyond the role of college professor or academician. The administrator of nursing in a health care delivery agency who also functions as the administrator of the academic program may have the increased opportunity to provide the setting for applied and/or experimental research.

Another activity interpreted by institutions to provide service to the community is that of involvement in professional organizations. International, national, regional, state, and local organizations have proliferated; becoming active in them may be a matter of regular and persistent attendance. Political processes within the organizational framework or those processes that are tangential may provide avenues for service to those from academe. Actually, service may be initially identified in one track. It may diversify into multi-track with or without the intention and awareness of the involved individuals.

Deans of law schools who had practiced law considered the work experience to be essential to the role of the dean; however, if deans had published prior to being appointed, scholarly writing produced during the deanship was not considered to be as important(20). The reverse was characteristic of deans who had not published prior to being appointed as dean; scholarly writing during the deanship was considered to be of importance.

Kibrick recently commented that time constraints may limit both teaching and research by a dean; a dean may go from scholarship in detail to scholarship in principle and may become a philosopher on the subject of nursing. Hours in the library and in doing research are traded off for thinking and writing(21).

The university mission of teaching, research, and service requires communication. Communicating is a critical issue for the academic administrator who recognizes that the varying forms of communication reflect the activity within and effectiveness of academia. The means of communicating can be interpreted as an end. A review of technique or of the specific nature or form of communication can influence the administrator to experience a consciousness raising that may be used to advantage. Written and verbal communication activities are evidenced and evaluated throughout higher education. The articulate may be representative of the credibility holders, just as those who have published may be considered the knowledgeable because they have something to say.

Publications as a means of communication include topics ranging from research findings in an objective, scientific format in the most erudite of journals to a personal, subjective opinion column in the university newsletter.

Verbal communication, too, is a constant, from providing legislative testimony which is also distributed in printed form, particularly to those of the press who are present, to the extemporaneous comments offered during a small informal luncheon. An interview as a means of communicating all too frequently occurs as a result of extraordinary activity in the form of a crisis or other newsworthy event, for it is rare that an academic administrator's conference would merit the local cadre of reporters appearing for a question and answer session. Burger offers suggestions for increasing effectiveness during an interview: speak from the viewpoint of the public rather than from a vested interest stance, do not hesitate to review the question and formulate a response, respond to the question with an elaboration that is relevant to the issue(22).

Regardless of the method of communication, the academic administrator must establish a specific identify with regard to the issue and must reiterate the way in which that identity is relevant. The academic administrator may be viewed as an expert in higher education, in the education of nurses, and in health issues and/or as a knowledgeable woman with credibility--no longer a mythical creature.

Writing is expected of an educated individual, and it is anticipated that a writer representative of a university reflects the mission of the university with regard to teaching, service, and research.

A definition of scholarship has been reported by Immegart: "broad, effective, and convenient use of evidence or research in published writings . . . is used in the basic sense of 'extensive knowledge' and the use of it as opposed to conjecture or the use of hearsay or opinion"(23). He differentiates practitioner-oriented periodicals or general educational journals which are less scholarly than educational administration journals in terms of the reporting of research. The former all give emphasis to materials focusing on task areas.

He has also identified a trend away from professional writing and association publication to scholar-research writers and private sector publishers. The literature is "uneven," with many examples of poor scholarship within journals and textbooks. The concern for practical relevance prevails and hot topics flourish while softness of theory continues, resulting in two bodies of literature, scholarly and practical in the field. Scholarly dialogue and critiques are absent from the literature; the need exists for substantive debate, encounter, and interchange. More efforts and resources are devoted to the dissemination and use of knowledge than to the production of knowledge or to the improvement of the knowledge base.

Contrast the reporting of the study by Hall and others in the research literature with the "lighter" article in a general journal designed for the nursing profession at large. Consideration of the target reader population results in transmitting a message that has a greater possibility of being received.

A citation analysis revealed writers use their personal collections of resource materials because of their physical accessibility(24). Social scientists tended to divide the personal collection between home and office and to use books and journals; humanists used books primarily and maintained their collections at home; and biological and physical scientists used journals which they kept in their offices. The researcher reviewed citations and found that approximately 25 percent cited from personal collections were available in the library and that 90 percent of citations were available in the library.

Controversy has occurred over the use of the personal element in writing articles. Views on the subject range from that held by the author of "The Most Disgusting of The Pronouns" to those advocating inserting the personal view to provide the reader with increased relevance(25). Maintaining the writer/reader distance is reported to be an attempt to "objectify" and thereby create the ambience of scientific reporting. Another common complaint relative to writing by specialized individuals focuses on the jargon of the discipline; however, some of the jargon from specialized subgroups has been adopted to common use throughout society, particularly in the areas of "legalese" and, if you're from Washington, gobbledygook. Linguists remind bureaucrats of the need to simplify and use the common word in written and oral form; however, some of the memoranda directing simplicity are barely intelligible.

Fullerton found in a study of the issues in the role of the dean that the most important issue was "cultivating and promoting progressive ideas among faculty and students"(26). The second most important issue was noted to be the lack of time to write and to publish.

Career patterns of deans of 99 National League accredited education programs were studied by Hall and others who used a questionnaire of approximately 300 items(27). Deans identified as "locals" had published and sought visibility before being appointed but had ceased to publish once they became deans. Deans labelled "cosmopolitans" continued to publish after being appointed.

Communication occurring in oral or written form reflects the thinking of the academic administrator who may be responding in signals rather than messages--the former being a way of communicating a general direction and the latter a specific direction(28).

Opportunities in higher education institutions exist for the pursuit of truth by fulfilling the mission of teaching, research, and service and further transmitting the activity throughout the academy and to the public. The presence of opportunities on a particular trail does not preempt the existence of parallel challenges either on the same trail or on a similar one.

Challenges serving as detractors from the academic administrator's scholarly activities may be defined by a variety of sources. Not only is questioning within higher education occurring but also the varied publics are questioning and identifying issues that are challenges. The nature of the university itself, the advent of technology, and the professional nature of nursing have all been targets of considerable brouhaha. That such challenges have long been noted is evidenced by this passage by Shakespeare:

> He was a scholar, and a ripe and good one;
> Exceeding wise, fair-spoken, and persuading;
> Lofty and sour to them that lov'd him not;
> But to those men that sought him sweet as summer(29).

External forces influencing the university are numerous and include those on the national, regional, state, and local levels. Nationally, the federal presence has become omnipresent, to the extent that the current situation has been termed "federal encroachment"(30). Federal interests are diverse, as reflected by Act 504 relative to handicapped students and the Equal Employment Opportunity Commission and the Affirmative Action Program relative to hiring practices. Also, various publics voice the issue of the need for higher education; the question, "education for what?" reflects the preoccupation with utility and a sense of urgency for determining goals that fill a vacuum in the society.

Regional agencies providing generalized institutional accreditation and the national specialty accrediting agencies have been under simultaneous attack. The continuous progression across the campus of the representatives of various accrediting agencies has precipitated a reaction from the institutional associations. The associations have posed the question, "Why not one, rather than many, to define quality of offerings?"

Furthermore, state activities influence the university dramatically. The state coordinating board for higher education frequently determines resource allocation by designing a complex mechanism-formula funding. The state budget office, legislative analysts, civil service, planning offices, facilities offices, and a myriad of others contribute to the institutional decisions by providing mandates disregarding any local prerogative.

Technological advances influencing the university's administration are typified by the following juxtaposition. Radio's "Stella Dallas" enticed the listener to "tune in tomorrow" with a concluding question of, "Will she ever find true happiness?" In contrast the current television series, "Dallas," has intrigued the world by the international question, "Who shot J. R.?"

Management and the management systems movement has permeated higher education. Data processing terminology has converted the language, and "sensory overloads" have become commonplace. Duplicators have provided a channel for pieces of paper distributed universally under the guise of "keeping everyone informed." Conflict management and effective resolution of conflict by confrontation have arrived on the academic scene(31). Administrators are advised to refrain from forming an opinion before all facts are presented, to read the magnitude of the issue and to understand its importance to the institution, to plan for contingencies and keep alternatives open for response, and to clearly define the issue.

A dissenting view may be heard occasionally. The following viewpoint may not be in the minority: "academic administrators who see themselves as conflict mediators and managers rather than as provocateurs use the management information systems as substitutes for intelligence"(32).

Within the university, new leadership has been identified as those in institutional research offices and those in budget making and managing(33). The former control information and interpret documents and data. These individuals should not be permitted to generate for themselves the goals of the institution; instead, their efforts should be closely associated with the decision makers. Again the need for "user judgment" becomes apparent, and the dissemination of information becomes relevant for the entire university community.

Scott notes that the levels of administration include those at the lowest level, who engage in transactions; those at the middle level, who define and gather information; and those at the top level, who make the decisions(34). In any given situation an academic administrator has the dubious option of being involved in all three levels, perhaps simultaneously.

Interchanging the concepts of leadership, management, and administration has been questioned. A recent episode in the cartoon strip, "Doonesbury," by Trudeau depicts the quarterback being confronted by two of the team members during a huddle: "There's a breach of leadership, a crisis of confidence, you're not leading this team, you're managing it." When the quarterback responds, "You're right, you two are out for the season," one player shrugs, "Too dramatic," and the other says, "Same old quick fix."

The stages of top leadership movement from the entry phase into a maintenance phase and terminating in an exit phase have been identified. Discussion of the maintenance phase included the need for preventing obsolescence(35). Brown also reported the need for revitalization and recommended keeping up in the scholarly discipline as one means of accomplishing it(36). McGannon suggested regular reading and attendance at professional meetings(37). A reported opposing position was taken by an engineering professor who stated that reading the trade or professional journals to keep up would not provide the answer and that, instead, one-fourth of the working day or one day each week should be spent learning new ideas and reviewing significant old ones that have been forgotten(38). Disenchantment may also occur. One factor that contributes to this disenchantment is the qualitative and quantitative overload noted by a law school administrator, who reported that the accumulation of trivia in the form of a paper avalanche creates the quantitative overload frequently experienced by administrators(39). The word processing machinery may continue to provide output when the input has dwindled to a minimum, thereby influencing the administrator to retrench and avoid further exposure.

The management or systems people also referred to as "numbers people" are described by Radley(40). The use of acronyms, such as NCHEMS (National Center for Higher Education Management Systems) and HEGIS (Higher Education General Information Survey), occur with considerable frequency in the management literature. Note, incidentally, that coding for undergraduate and graduate nursing is the same; therefore reliance on coder/decoder transmission may be disastrous if formula funding is applied without the benefit of user judgment. "People people" or humanists declare a concern for quality and quantity. Humanist meanings contrast value or man and what is less than man with limitation or between what is man and more. Administrations identify elements for meditation as thoughtful maneuvers toward encounter and meaningful relationships.

Certain elements of the management or systems complex have become givens on the academic scene. Time management is one of the areas receiving a considerable amount of attention. One study focusing on observations reported that engineering administrators who had administrative assistants spent more time on professional activities than those administrators who did not have administrative assistants(41). Solmon reported that over one-third of the population of college administrators reported they were not satisfied with the opportunities for scholarly pursuits(42). Others have written of the possibilities of time being used as a means of focusing on procedure, not substance(43). Recall the following, familiar delaying tactic: "That will have to be checked out with the central administration."

A quite different approach to time was presented by Spanner: "at any moment a character or an event in a story can be understood in two ways: either in terms of what has gone before in the story or in terms of where the story itself has come from. The scientific account of man comes in the former category and moves in 'narrative time'; the Biblical Account transcends the scientific one and moves more expansively in 'author time'"(44).

Philosophically, the academic administrator may respond on a continuum with regard to issues influencing the university. The plethora of distractions provide stimuli resulting in bombardment; administration may detour from responsibility by being so busy. It is essential that academic administration recognize the challenge of the basic nature of the university and technological advances being absorbed without institutional disruption.

Davis identified three areas of concern with regard to the role of the dean of nursing(45). A lack of consensus about the direction of nursing education within and outside the profession has long been a problem. Professional schools with an external incentive to meet a test of field competence provide for the opportunity to frequently debate issues of intellectual value(46).

Jahnsen reported an eagerness to discuss insignificant matters rather than principal ones, noting that anxiety precipitates a withdrawal into the well known and familiar(47). Exchanges of information may occur at the level of trivia rather than at the level of the central issue. Critical discussions in a state legislature have been curtailed in order to vacate the premises by a specified time while the indefatigable advocates of Robert's Rules of Order Revised continue their harangue.

Palmer suggests that the administrator needs to be knowledgeable about nursing as a profession(48). Familiarity with documentation from the literature may help an administrator of an educational program in nursing prepare to participate in professional activities.

Two areas of professional discord center on domain: the jurisdiction of boards of nursing over professional licensure and the monitoring of education for nurses by the coordinating boards of higher education that authorize the institution to offer the degree. The issue of changing the approval of schools hardly has agreement without dissent, even within the profession of nursing.

Another issue of concern reported by Davis, a reality with historical origins, was the unusual degree to which non-nursing professionals are in a position to support or hinder a consensus. Changes in the ageless subservience of nursing may be considered minute progress on the one hand and great strides on the other. The current nurse shortage hue and cry following a national effort, the analysis and planning project, is characteristic. A lack of identification as a "body politic" in the profession of nursing has potentiated disharmony and noncohesiveness.

The third concern expressed by Davis and more actively reported within recent years by the profession of nursing is related to the profession's being a primarily female one. The physical image of the dean has rarely been reported in the literature; a notable exception occurs in Tennyson's descriptive prologue to The Princess. Regarding the college of women, he says, "With prudes for proctors, dowagers for Deans, and sweet girl-graduates in their golden hair"(49).

Parlett has identified education as a specialist university subject area remaining low on the hierarchy of academic prestige coming in slightly above home economics and nursing(50). An awareness of the lack of female prestige mirrors the society, the Equal Rights Amendment notwithstanding. Collegiate women are sought after as students to even the sexual balance in particular majors that have previously been notoriously discriminatory.

Kanter defined credibility as competence plus power and said that it can be gained by extraordinary activities, visibility, and relevance(51). She also noted that the administrator must have credibility upward prior to getting credibility with subordinates. Those who do not represent the disciplines that are primarily female view the need for networking and support systems for women in higher education in very different ways than do the women in higher education disciplines considered to be primarily female. Sexual stereotyped roles reported by Kanter include the mother figure who serves as an emotional specialist; the pet who is cute, may be the mascot of the group, and is tolerated to make an occasional contribution which is clever enough to receive the proverbial pat on the head; the seductress who needs a protector; and the iron maiden who may be labelled the "libber" and forced to become more militant. Those roles may be considered transitory, and once an administrator can resolve some of those predisposing issues, the path to becoming a "water walker" or "high flier" is much less arduous.

The academic administrator of nursing simultaneously faces a problem and a challenge: she must overcome being considered "different" because she has avoided the practice of nursing and must at the same time build on the combination of her present unique position in the school and her similar background.

Opportunities and challenges comprise the quest for scholarliness in the role of the dean; however, a concluding direction for the future may be viewed as a prescription:

> Imagine, if you will, a profession which has as its goal the transmission of the world's culture to its young. But translate that noble statement of what higher education is all about into an image of a hod carrier who has a traditional bucket; it has served him well over a lifetime of carrying the traditional fuels of coal and wood; but now the hod carrier has before him multi fuels. There is oil in the tank; steam in

> the engine; atomic energy in the reactor; sunlight in the sky; and they won't fit in or stay in his hod. In fact, he's not quite sure what the nature of the fire is which he is to fuel. What is he to do? Take a little of each into his hod and mix them up? Take all of one and none of the others and hope that he picks the right one to feed the fire? Or take none at all and just go about the business of breathing without thinking about the fire. I suggest to you that the dilemma of the hod carrier is the dilemma of higher education in these our times(52).

The idea that the university exists not only to prepare professionals but also to enable people to have some idea of what life is all about, to have some connection with the joy of living, has been suggested by Cousins(53). A focal point of that joy is the ingredient of wonder. Will reported that a prevalent inquiry during the New York blackouts was, "How can technology be overcome by nature?"(54) Wonder may be a quantity that cannot be understood by the hod carrier of today.

A playfulness of ideas reflective of a sense of wonder was noted in the article, "Serendipity and Objectivity"(55). Did you note that subtitle--an essay on wild flowers--and, not coincidentally, behavioral objectives. The distinction that followed between respectable, free thinking and not-so-respectable loose thinking is reminiscent of the divergent thinking characteristic of creativity. Wonder and creativity may be thought of as comprising the gestalt of wisdom. The biblical exhortation, "Wisdom is the principal thing; therefore get wisdom and with all thy getting, get understanding"(56), could contribute immeasurably to resolving the hod carrier's dilemma. Hoffer notes that higher education has not established the product of compassion(57). To the contrary, the educated heart has been questioned as a misnomer.

The future of higher education may rely on the meld of mixes for the hod carrier: humaneness, compassion, wisdom, and understanding.

Critical public policy decisions affecting higher education may focus, according to Hodgkinson, on questions relative to the continuation of the state 1202 commissions responsible for post-secondary education(58). The possible replacement of that activity at the regional level is also complicated by the national governors' query relative to regional activities existing under the jurisdiction of the regional governors. What ingredients are needed as fuel for that fire?

Although the future of health in the areas of national health insurance and Public Law 93-641 may become passé, depending on the administration, will the National Health Planning and Resources Development Act change the State Health Planning and Development Agency, State Health Coordinating Council, or the Health Systems Agencies? More fuel to fan the flames of a fire the hod carrier may have learned to avoid?

The initial meeting of the International Council of Nurses in Buffalo in 1901 was quite a momentous occasion(59). In 1981, the International Council of Nurses will meet in Los Angeles; it should be quite an event. Has 80 years really made a difference in terms of education for the profession? How will the International Council of Nurses meeting in 2016 reflect your choice of trail?

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According to Carol A. Lindeman . . .

The concept of "scholar" is one that has intrigued me for several years. In preparing my paper, I first retreated to my previous random thoughts as a basis for creating a logical development of the topic. This exercise generated three questions which I used to organize my paper:

- What is a scholar?
- Is it important for a dean to be a scholar?
- Can a dean remain a scholar?

WHAT IS A SCHOLAR?

My intrigue with this question started out of frustration at sitting through conference after conference where many of the presentations offered little new or challenging content. It seemed that a little charisma, interesting jargon, reference to favorite biases, and a few quotes from the literature would win the heart of the audience and the presentation would be labeled fantastic. I wondered why we seemed to have few real scholars in nursing. My curiosity led me to read about people perceived as scholars in fields outside of nursing. From this reading I concluded that a scholar was a person who had intensive knowledge in a given field and was pushing the boundaries of that knowledge in new directions. It also seemed that scholarliness was the product of individual and environmental factors, such as

- a courageous, creative mind;
- a career commitment to a specialized area of knowledge;
- contact with reality; and
- a challenging yet supportive environment.

For fun, I compared this inductively derived concept of "scholar" to the dictionary definition. Webster(1) offers the following phrases in defining "scholar" and "scholarly:" "having or showing much knowledge, accuracy; critical ability; thoroughness; systematized knowledge; erudite."

Reflecting on these facts and observations led me to the conclusion that the term "scholar" was used to refer to a person who demonstrated either a process or a product that could be seen as meeting the critical characteristics listed by Webster.

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Applying this conclusion to the dean as scholar, then, implies that the dean will have extensive, thorough, current, accurate knowledge in a given field; provides evidence of the ability to both analyze and synthesize that body of knowledge; is involved in further developing that body of knowledge; and/or conducts his/her administrative activities in a manner that provides evidence of critical thinking ability, thoroughness, and an analysis and synthesis of relevant knowledge.

IS IT IMPORTANT FOR A DEAN TO BE A SCHOLAR?

A few years ago, the administrative group at the University of Oregon Health Sciences Center, School of Nursing, developed the following set of expectations of the dean:

- Be a creative visionary for nursing and the school.
- Assume administrative responsibility for carrying out the missions of the school.
- Obtain resources for the school.
- Interface with other units of the Health Sciences Center.
- Represent the school/faculty concerns/views at the Health Sciences Center.
- Integrate the missions of the school with those of the Health Sciences Center.
- Function as a role model and national leader.
- Monitor progress toward attainment of the goals of the school; lead the planning and provide quality assurance.
- Communicate information to chairpersons.
- Participate in the missions of the school (teaching, research, patient care and community service).
- Protect faculty from distractors to the missions of the school.
- Act as a mentor to department chairpersons.
- Maintain contact with students and faculty.
- Function as a state leader.
- Mediate departmental chairpersons/faculty problems.
- Counsel departmental chairpersons on day-to-day problems.

Within this list, the five given the highest priority were:

- Assume administrative responsibility for carrying out the missions of the school.
- Obtain resources for the school.
- Represent the school/faculty concerns/views at the Health Sciences Center and state meetings.
- Interface with other units of the Health Sciences Center.
- Monitor progress toward attainment of the goals of the school; lead the planning and provide quality assurance.

These are clearly administrative/management activities and not those usually associated with the product definition of scholarship. Yet, most would also agree that these activities could be performed in a manner that was more or less scholarly. That is, the dean could fulfill these expectations in a manner that indicated a thorough knowledge of the issue, adequate analysis of existing knowledge and experience, and with a courageous, creative mind; or the dean could fulfill these expectations in a manner that indicated a crisis approach, a failure to use existing knowledge, or unconcern for the underlying issues. A dean who operates primarily by intuition, on a day-by-day or crisis-by-crisis basis, or without an adequate analysis of past, current, and future issues and trends is apt to be perceived as functioning in a manner less than scholarly. The dean who approaches the administrative/management activities with the same thoughtful approach used by a researcher is apt to be perceived as functioning in a more scholarly fashion. Thus, the process definition of scholar seems clearly applicable and important to the role of a dean.

What about the product definition of scholar? To the extent that our faculty's expectations are typical, one could conclude that demonstration of those activities is of lower priority once a dean is hired. The number of publications in refereed journals, the continuation of research activities, the number of scholarly presentations are of less concern than a balanced budget or a well-run curriculum. This value system seems to be true of those to whom the dean reports as well as to faculty. It is fine if the dean continues research-related activities, but only if those activities do not detract from having a well-run school.

There is, however, another dimension to the question, "Is it important for a dean to be a scholar?" That dimension is the dean's self-expectation. Many current deans have expressed interest in returning to a faculty role or to research. They do not see deaning as a permanent role but as an interim step in their career. For these people it is essential that they retain the image of scholar in terms of a product definition to retain their marketplace value.

It is also important that the job provide rewards and a sense of accomplishment. For a person whose reward system is that of the academic world, evidence of scholarship is important. A year without publications, without significant consultations, or without significant presentations is an unproductive year for an academician. A dean, coming from the academic value system, must produce in this manner to maintain his/her own sense of accomplishment and reward.

Must a dean be a scholar? I believe so. Administrative activities require a scholarly approach; long-term credibility with faculty requires it; personal future goals require it; and one's own reward system requires it.

In fact, the position of dean requires scholarliness in dealing with administrative/management issues as well as demonstrating scholarliness through publications and research activities. The first activity might be associated with a process definition of scholar and labeled "administrative scholarship." The second activity might be associated with the product definition of scholar and labeled "academic scholarship."

CAN A DEAN REMAIN A SCHOLAR?

Please note that the question is stated with several assumptions in mind. The first is an assumption that the dean was a scholar initially. It seems unlikely to me that a deanship would be a position in which one would attempt to become a scholar, and so I have worded the question in terms of remaining a scholar. Second, I have assumed that the dean wants to be a scholar and is indeed willing to devote effort and energy toward that end. The dean who has taken the job as a nice position from which to retire gently may not be motivated toward scholarliness, irrespective of the position held. Third, I have assumed that the setting, at some priority level, does expect the dean to demonstrate both administrative (process) and academic (product) scholarliness.

Can a person then, who has extensive knowledge in a given area, who is known for accuracy, thoroughness, critical thinking ability, and who has been involved in further developing that body of knowledge, who is motivated to remain a scholar and will be rewarded by doing so, be able to remain a scholar once becoming a dean? My answer to that question is yes, but only with considerable self-discipline and self-love.

A dean must value her unique contributions as much as she values those of the most prized faculty member. She must value her time and energy as exhaustable and precious resources. She must avoid using the power of the position to meet personal goals.

At a more concrete level, I offer the following three guidelines. First, maintain your academic focus. As a dean you receive many requests to speak to groups, to keynote meetings, and other miscellaneous invitations. Although some of this kind of activity is important for public relations purposes, it does drain your energy and time and distract you from your focus. To remain a scholar you must retain a focus. It is, therefore, important that your writing, speaking, and own intellectual pursuits tie together. This tie will not develop naturally as it does for faculty members because, as a chief executive, you are sought for reasons other than your academic achievements. Recognize this dilemma; be selective when accepting speaking and publishing requests and maintain your academic focus to the extent possible.

Second, allow yourself the fun of exercising various types of thinking processes when fulfilling administrative/management activities. Try being deductive; try being inductive; try being creative; try winning through intimidation and other conscious intellectual processes. The nature of administration with its emphasis on planning, budgeting, staffing, etc., can quickly lead to a single style or intellectual process. Force yourself to use different styles and processes. Stimulating the quality of your personal intellectual life is important in retaining your scholarliness.

The third guideline is to maintain a critical peer group. The last thing a dean needs is exactly what many deans inherit; namely, one group of faculty members who rehash every administrative decision and point out why it was a poor decision and a second group of faculty members who hold the position in such esteem that they refrain from any objective assessment. Rarely does the dean find on campus a peer group of scholars with whom he/she can interact, share ideas, and receive a critique of those ideas without concern for his/her administrative position.

Creating a peer group may, depending on the area of scholarship, require that the members be drawn from several institutions or several states. Irrespective of how the group is formed or how formal or informal it is in its organization, it seems to me essential that a dean establish and maintain that kind of relationship as a means of continued development as an academic scholar.

My observation is that many deans develop peer groups in terms of their administrative role. As supportive as that may be for one set of activities, it is unlikely that it will provide the avenue for critical analysis of new developments in the dean's area of academic scholarship. It can serve as a peer group for administrative scholarship.

SUMMARY

In conclusion, I will simply restate my major points. What is a scholar? A scholar is a person who is known for thorough, accurate knowledge of a given field. Is it important for a dean to be a scholar? It is very important that a dean be a scholar not only to ensure that administrative issues are handled in a scholarly manner, but to fulfill the set of expectations regarding the dean as an academician. The dean needs to demonstrate administrative scholarship in terms of the process definition of scholar, and academic scholarship in terms of the product definition of scholar. Can a person fulfill the administrative responsibilities of a deanship and yet remain a scholar? Definitely yes, but not without giving careful thought and effort to ensuring himself/herself the personal time and environment in which scholarliness can grow and develop. To me the issue of the dean as a scholar begins with the dean valuing that component of himself/herself and treating that ability as a valuable resource.

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(1) Webster's New Collegiate Dictionary. Springfield, Mass.: G. & C. Merriam Company, 1973.

According to Jannetta MacPhail...

The concept of the dean's role as scholar could be approached from as many perspectives as there are deans. Some believe the dean's own scholarly productivity is of the utmost importance. Others perceive that as a low priority and an unreasonable expectation, in view of the many other demands within the administrative role which tend to take precedence over scholarly productivity. Some perceive the scholarly aspect of the dean's role primarily as creating a climate to nurture and support the scholarly productivity of the faculty. Others emphasize the importance of a scholarly approach to teaching and to practice.

My perspective of the dean as scholar includes the dean's own scholarly productivity, creating a climate to foster and support scholarship, and promoting a scholarly approach to teaching and to practice. I shall address each of these aspects of the dean's role of scholar and also some deterrents to scholarly productivity and scholarliness.

THE DEVELOPMENT OF SCHOLARSHIP

A scholar is defined in the dictionary as "a learned or erudite person, especially one who has profound knowledge of a particular subject"(1). Although the conducting of research to obtain that profound knowledge of a particular subject is not specified, it is certainly one means, and probably the most logical means, of gaining the depth of knowledge one usually associates with a learned or erudite person. Is the concept of a learned or erudite person ordinarily associated with a helping profession? Or do we tend to associate such a person with disciplines, such as philosophy or the pure sciences, in which persons are perceived as thinking, contemplating, studying, and investigating complex problems?

Research in professional disciplines has evolved in a rather haphazard way. In most of the helping professions there has been a tendency to focus almost exclusively on "doing" research and on training a few professionals to be researchers, rather than on structuring comprehensive systems for generating research ideas, providing relevant research training at all levels, conducting research, sharing the findings widely, and implementing research findings in professional practice. Sir John Brotherstone termed the latter approach creating a state of "research-mindedness"(2).

There is no doubt that nursing research has developed according to the "doing" of research and training only a few as researchers. Such an

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approach has influenced the expectations held for the majority of nurses, including deans, for scholarly productivity.

THE DEAN'S SCHOLARLY PRODUCTIVITY

Scholarly productivity is defined generally in academia as research and publication. Some contend that the publications must be based on research, while others accept other than research-based publications, as long as they are written in a scholarly manner with proper documentation.

If one conducted a suvey of faculty members, it is probable that most would support publication as a role expectation of deans. But how many would agree that research should be an expectation? Perhaps that response would depend on the respondents' definition of research. When schools of nursing in the midwest reported on ongoing research for publication in the Midwest Directory on Graduate Education in Nursing(3), the differences in faculties' perceptions of research were marked. Some faculties and schools reported follow-up studies of graduates and other aspects of systematic program evaluation as research, while others did not.

It would seem reasonable to expect a dean to be involved in systematic program evaluation which may be classified as nursing education research. This is a category of project supported within the framework of special projects grants in the Nurse Training Acts since 1964. Including nursing education research as a category of support implies its importance; however, does inclusion under special projects and not under nursing research suggest it is not recognized as research? This would probably be the position taken by some faculty members and by some deans who would recognize only research in nursing practice and health services. Is it reasonable to expect a dean to be involved in this type of research?

Some deans of nursing are conducting their own research and believe it essential to their providing leadership in the development of research. Some deans teach research methods and publish books on methodology. Some take part in major research endeavors, but not as the principal investigator. It is undoubtedly more feasible for most deans to be a part of a group research effort and to make use of research assistants to maintain their involvement in research or even to initiate research involvement. From my observation, a dean is more likely to be engaged in research if she/he has conducted research prior to becoming a dean. My prediction is that more deans will be involved in research as more persons who have been conducting research accept deanships.

Some deans have written about the need for research and have reviewed the development of research from an historical perspective. This has served an important function in promoting the development of research and has helped in identifying impediments to research in the development of nursing in academia. It has also helped to increase awareness of the importance of research if nursing faculties are to be respected and accepted members of the academic environment.

In more recent years some deans have become leaders in the theory development movement in nursing. When the movement was developing in the late sixties, it was interesting to note that few deans were involved initially. Now more deans are involved in teaching and writing about theory development, and some have evolved their own conceptualizations of nursing and are promoting testing of them to become theories. It is important to recognize involvement in the organization and development of nursing knowledge as scholarly productivity and not limit our perception of scholarly endeavors to conducting research in nursing practice or health services research.

Most deans and faculty would agree that there are advantages to the dean's involvement in research and publication, even though definitions of acceptable research and of scholarly endeavors may differ. Such involvement serves as a role model for faculty and students and conveys the message that scholarly productivity is an expectation in academia. It brings visibility to the school, an important, yet a sometimes neglected, aspect of a dean's role. Pursuing one's own interests in research and publication brings a sense of personal satisfaction that is not found in some aspects of the dean's role. Encompassing these scholarly endeavors within the role is the problem for many deans. The outcome is influenced by many factors, including one's perception of the dean's role, the priority accorded scholarly productivity in formulating and developing one's role, previous experience in research and publication, the role expectations held for deans in a particular academic setting, and the amount and quality of administrative support and assistance within the system that will permit sharing of administrative responsibilities.

CREATING A CLIMATE FOR SCHOLAR

Another means for the dean to promote research and publication is to create a climate that nurtures and supports scholarly productivity by the faculty. If research and publication have not been expectations held for faculty members, the dean must not only convey what the new expectations are but also create a climate that promotes the desired role change.

Role theory delineates five factors that are known to be important in learning a role. They are: (a) education and training; (b) experience to reinforce education; (c) reference group identification; (d) the status system; and (e) the incentive system. One can assume that the same factors are important in promoting role change.

The reports of Faculty Research Development Grants, supported by the Division of Nursing, Department of Health, Education, and Welfare in the 1960s and 1970s, reveal the ways in which deans have applied this knowledge of role theory in creating a research climate in nursing schools(4). Deans, recognizing the need for a scholarly reference group with whom the faculty could identify, recruited more doctorally prepared nurses with interest in and determination to do research to serve as role models. In some schools a director of research has been appointed to give leadership in developing a research climate. Educational programs are designed to help increase faculty research competence. In some instances, "seed money" is provided to assist faculty members in enhancing their research capability and their ability to compete for grants. Workshops are provided in grantsmanship, in learning of and investigating possible sources of financial support, in writing for publication, and in learning the rudiments of publication. Research interest groups are employed as another mechanism to promote sharing of research ideas and the development of independent research or group research. Some schools have developed centers for research and a research newsletter to be shared with colleagues in other nursing schools. In some settings the center has promoted a variety of research endeavors. In other schools the center is evolving around a central research focus, such as terminal illness, that may lead to interdisciplinary research endeavors.

In addition to these organized and deliberate educational and support system efforts, deans and their colleagues in leadership have influenced change in the status system and incentive system of the nursing schools to reward research and publication. Criteria for appointment, reappointment, promotion, and tenure have been changed to reflect the new expectations for sustained scholarly productivity. The past five years, particularly, have seen a great increase in the number of research days or research conferences planned by nursing schools, often in conjunction with their chapters of Sigma Theta Tau. These conferences have followed the pattern established by the American Nurses Association Research Conferences, which were invitational conferences conducted annually from 1965 to 1970 under a Division of Nursing grant.

In the past five years two new developments in the midwest have further enhanced the development of faculty research competence and increased research endeavors. One is the Nurse Faculty Research Development in the Midwest Project which is based at the University of Illinois and funded as a special project grant by the Division of Nursing. It has provided opportunity for nursing faculties in midwestern schools to develop research interest groups from which some individual and some group research efforts have evolved. Although the three-year grant will terminate this year, it has provided a stimulus that, it is hoped, will be continued through the contacts made, the patterns of sharing and communication established, and the evolvement of the Midwest Nursing Research Society.

The Midwest Nursing Research Society is an outgrowth of the Nurse Faculty Research Development in the Midwest Project that will continue to enhance research competence and increase research endeavors. The society was established in 1980 as a separate nonprofit organization with a membership fee of $35. It sponsors the Annual Midwest Nursing Research Conference, now in its fifth year, and led to the formation of the society. This organization is perceived as the research arm of the Midwest Alliance in Nursing, which is the first regional compact for nursing to be established in the midwest. It was founded in 1979. The Midwest Alliance in Nursing was instigated by midwestern deans who supported the idea and by a group of six deans who wrote a grant proposal for a feasibility study, which was funded by the Division of Nursing, DHEW.

Although many of these more recent developments in research have primarily involved faculty members, historically, deans have had a clear influence on nursing research. The dean will continue to have the potential for great influence on the development of research and publication by virtue of the climate created, the expectations held for faculty members,and the support system provided to foster scholarly productivity. It will be interesting to observe the involvement of deans in the Midwest Nursing Research Society, which provides them another opportunity for serving as role models by at least supporting the development of this far-reaching mechanism to promote and facilitate scholarly endeavors in nursing.

PROMOTING A SCHOLARLY APPROACH TO TEACHING AND PRACTICE IN NURSING

Promoting a scholarly approach to teaching and practice is another means by which a dean can nurture scholarliness in nursing. A scholarly approach is in sharp contrast to the traditional prescriptive approach with which nursing education and nursing practice have long been plagued. A prescriptive approach is reflected in following orders, dependence on rules and regulations, failure to question, tendency to generalize, drawing conclusions based on inadequate data, and failure to use research findings as a basis for practice. A scholarly approach is the opposite of all these practices.

Following is a typology of approach to teaching, developed in the course of my dissertation research, which conveys my perception of the contrast between a scholarly and a prescriptive approach(5).

Typology of Approach to Teaching

Scholarly	Prescriptive
1. Encourages scientific and intellectual curiosity	1. Encourages students to believe in a prescribed way
- encourages students to question and probe assumptions on which current nursing practices are based	- tends to discourage questions and expects students to accept assumptions based on experience and/or common sense
- plans to follow up questions raised by students for which they are expected to seek answers	- fails to follow up questions raised and thus discourages the seeking of answers
2. Encourages and rewards initiative, resourcefulness, and creativity	2. Encourages and rewards conformity, stability and caution
- experiments with new approaches in teaching	- tends to adhere to established methods and own set "ways"
- structures course flexibility and endeavors to adapt to interests and need of students	- structures course highly from outset, leaving little or no time for students to pursue their own interests

Scholarly	Prescriptive
- encourages new approaches to patient care and other assignments and permits students to test out ideas	- expects students not to deviate from established patterns and longstanding habits, and allows little room for error
3. Promotes independence of thought and action	3. Encourages dependency on rules, regulations, and superiors
- values and plans for independent study and recognizes students' ability to assume increasing responsibility for own learning	- "gives" all that believes students "must know" and evidences little faith in students' ability to assume responsibility for own learning
- plays role of leader in group discussions, maintaining focus and raising further questions	- tends to display own knowledge by readiness to provide answers to questions and "filling gaps" in group discussion
- permits students to select own patients on basis of their "felt" needs and interests	- assigns patients in terms of kinds of experiences "all must have"
- evidences faith in students' ability to recognize need for and seek guidance in clinical field	- supervises closely and makes self "constantly available" to students in clinical field
- expects and assumes responsibility for planning own time and does not nurture a "work shift" attitude in students	- adheres strongly to "work shift" hours in clinical experience and expects students to follow this example
4. Promotes early development of beginning research skills	4. Fails to provide development of beginning research skills
- emphasizes similarities as well as differences in nursing situations	- focuses on differences in nursing situations with little recognition of commonalities
- introduces vocabulary of research early to students and encourages use of research literature	- unfamiliar with vocabulary of research and tends to avoid research literature
- helps students differentiate between a problem-solving approach and a research attitude and actual research skills	- tends to confuse the problem-solving approach and research attitude with development of research skills

Scholarly	Prescriptive
5. Promotes understanding and use of research	5. Tends to avoid use of research in teaching
- transmits established knowledge based on research and raises questions for investigation	- transmits established facts and opinions with little concern for their basis--trial and error, common sense
- uses research and literature in references and discussions	- uses literature based largely on experience and opinion
- helps students learn to read research reports critically and to generalize findings	- if uses research, tends to accept findings and not to generalize them
- directs attention to processes by which knowledge is built as well as to results of research	- if research used, focuses on findings only
6. Values ideas rather than tasks	6. Values tasks rather than ideas
- designs assignments to require thinking and speculation and allows time for this in planning	- designs assignments to require recall and "busy work," allowing little time for reflection
- encourages students with intellectual potential to proceed immediately to graduate study, and suggests the possibility of a career in research	- encourages students with potential to obtain at least a year's experience before graduate study, and suggests a career in teaching or administration
7. Focuses on professional skills	7. Focuses on technical skills
- emphasizes nursing assessment; judgment; careful weighing of evidence; and establishing a therapeutic relationship	- emphasizes following orders and procedures; need for quick decisions and prompt action
- demonstrates nursing competence and involves self in direct patient care	- demonstrates functional skills in supervision and avoiding direct patient care

A dean who believes in the scholarly approach has a marvelous opportunity to influence change in the educational philosophy which should determine the faculty's approach to teaching. This is not to imply that the goal will be easy to attain in view of the vested interests and established patterns of thinking and behavior that must be changed. It may involve changing students' expectations also if they have been accustomed to a prescriptive approachin their previous educational experiences. The resistance of some graduate students to a scholarly approach suggests that prescriptive teaching still exists to some extent in nursing education.

If one believes in a scholarly approach to teaching nursing it is logical to employ a scholarly approach to the practice of nursing. What a great opportunity a dean has to influence that change in practice if she/he chooses to provide academic leadership for nursing by developing and testing collaborative models between nursing education and nursing service. Such endeavors are work, but of what use is it to promote scholarliness in faculty members and students if the practice of nursing does not become more scholarly and professional? If it does not change, the problems of dissatisfaction and retention, as documented by Kramer(6) and more recently by Wandelt(7) will continue and our efforts to make nursing more scholarly will be in vain.

DETERRENTS TO SCHOLARLINESS

Many deterrents to scholarliness have been identified in nursing education and nursing practice. Some pertain to the stage of the development of research in nursing. Others pertain to the attitudes and beliefs of faculty members about approaches to teaching and to practice and to the time and effort that must be devoted to curriculum development rather than to research and publication.

A primary deterrent to the dean's promotion of scholarly endeavors is a perception of the dean's role as not including scholarly productivity. Similarly, if a dean does not perceive the role as creating a scholarly climate, not much change will occur in faculty's scholarly productivity or scholarly approach to teaching and practice.

Another major deterrent to promoting scholarship is insufficient financial resources to create a research climate. In the past, federal funds, as described above, have helped greatly in supporting faculty research development, "seed money" for research, and research conferences. In more recent years the funds have not been sufficient to support the increasing numbers of schools offering graduate education and the increasing research endeavors. The future for federal support looks even bleaker, so other resources must be found.

The other demands of the dean's role may serve as another deterrent to the dean's scholarly productivity. If one must devote a great deal of time to grant writing and to seeking gifts from the private sector, the time left for one's own scholarly endeavors will be limited. This situation may be related to budgetary constraints which limit the dean's assistants in administration. It may also be related to an inadequate supply of nurses interested in administration who wish to serve as assistant and associate deans or to inadequate preparation of such persons for administrative roles. Fortunately, this Executive Development Series is designed to help overcome such inadequacies.

CONCLUSION

The dean's responsibilities for scholarly productivity, for creating a climate that promotes scholarly endeavors, and for promoting a scholarly approach to teaching and practice have been discussed. Some deterrents to achieving these goals hae been presented. Research and publication are essential for the advancement of nursing knowledge, the improvement of nursing practice, and the professionalization of nursing. Deans can play a vital role in promoting and maintaining scholarly endeavors in nursing. Successful strategies have been found. New approaches can come with new deans who may also find new resources to support scholarship in nursing. The charge to you aspiring deans is to join us in the quest for new strategies and new financial resources to that nursing research, nursing education, and nursing practice will advance.

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According to Marilyn Christian Smith . . .

When I was first asked to participate in these seminars, not knowing yet the specific topic assigned, my thoughts revolved about the genuine joy of sharing some inside thoughts on the real life of a dean. I felt that it would be fun to "tell it like it is" to a group of nurse educators aspiring to be deans or to others who might be in the beginning stage of the decanal role. Then as reality set in, with the title of this paper, I began to wonder why I had accepted this specific topic, "The Dean As Scholar." Why would I have been willing to speak on a topic that may in itself have eluded me? Who was I to think of myself as an erudite or scholarly dean? Was I a scholar? Had I ever been a scholar? Is not being a "real" scholar an elusive dream toward which most of us in the academe strive but never reach? Or is a scholar a seeker of pure truth, pure research, one who would breathe in rarefied (or should it be dusty?) air in the cloistered walls of the ivory tower?

My mind wandered on, thinking of great scholars of the past. Plato, Aristotle, Socrates, and . . . I could think of only a few names I felt confident could be classed in the modern halls of scholarly fame. I can assure you that I could not feel comfortable with placing myself among them, but I had been asked to talk on this topic. I recalled a few introductions I have been given in which I have been recognized as a scholar at various stages of life--and then the "Ah Ha!" phenomenon hit me. I remembered the relief I felt when, as a young adult striving to rid myself of self-pride over my beginning insights into the depth of knowledge, I came across a statement made by Benjamin Franklin. His brilliant mind had searched for personal humility within his life; it was he who said, "If I were humble, I would be proud of my humility." Perhaps, if we think of ourselves as truly scholarly, we stand in real danger of losing hold of the prize we seek in striving for the best of the scholarly role.

THE SCHOLARLY DEAN AND WISDOM

Funk and Wagnalls Standard Dictionary states that a scholar is "a person eminent for learning, one who is adept in school work, and finally one who is thoroughly schooled, master of what the schools can teach, an erudite, or accomplished person"(1).

In our pursuit of the scholarly way of life, it seems that we strive for two primary parts: knowledge, or understanding, and wisdom, the proper use of that knowledge. King Solomon wrote, "Wisdom is supreme, therefore, get wisdom. Though it cost all you have (or whatever else you get) get understanding." (Proverbs 4:7, New International Version) And

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what are the characteristics of wisdom? According to Webster's, wisdom is "the ability to discern inner qualities and relationships; good sense or judgment"(2) I like what the apostle James says; in his discussion of wisdom, he included these characteristics: "Wisdom is first of all pure; then peace loving, considerate, submissive, full of mercy and good fruit, impartial and sincere" (James 3:17).

I believe that the best deans must be scholars, but scholars with true wisdom and not merely mastery of their fields of knowledge. A truly scholarly dean seems to respond to probing questions and problems like a kitten who cannot deny a ball of twine. But the kitten, upon seeing the twine, will pounce upon it and will not relinquish the ball until it is completely unraveled and the end exposed.

Is it not also so with a scholarly dean who is given a probing question? She will play with it, she will ponder, she will unravel, she will find its end. "The educated or scholarly person is one who knows that he does not know, but the scholar does not fear this truth and because he does not fear ignorance, he will dare to challenge the unknown and he knows his challenge will not go unanswered"(3). The antonym to knowledge and scholarliness, you see, may not really be ignorance but complacency, and no dean can afford a moment of that.

Many books and reams of articles have been written in the last few years on the managerial roles of the chief academic administrative officer. Many of the authors of these works seem to contend that as deans we must leave any resemblance of scholarly pursuits in the classroom or research arenas and join the ranks of top management if we are to survive the 1980s and beyond. They, like Robert Hutchins, the illustrious president of the University of Chicago, contend that "The President or Rector, or the Deans are bosses or foremans of the education labor force and are responsible for the inspection and certification of the product, the maintenance of good public relations, and securing adequate financing. Educational administrators are not choosen because of their commitment to the intellectual life or their ability to lead it. If they had the commitment and ability, they would not be in a position to lead it, because they have no time. No man committed to the life of the mind can easily reconcile himself to being an administrator for this whole time or for very long"(4).

Now, such a statement lets off steam, but Dr. Hutchins' career at the University of Chicago speaks loudly to the contrary. I would contend that an educational administrator is not, or at least should not be, a manager but rather an educator and a scholar with wisdom. It was Thomas Huxley who said, "The only medicine for suffering, crime, and all the other woes of mankind is wisdom. Teach a man to read and write, and you have put into his hands the great keys of the wisdom box. But it is quite another matter whether he will ever open the box or not"(5). So it is with the dean as a scholar. When the board of trustees appoints the dean, she comes to her job with the keys of the wisdom box. It is up to her to know when to open the box and, more importantly, how to use the tools from the box in a wise manner.

TOOLS FROM THE WISDOM BOX

Let me share with you a few points to consider carefully, most of which I have not found in books or journals, rather I have learned them as the wisdom box has opened in my role as dean. Just a few of the more unusual tools in my wisdom box are a blue ribbon, a picture album, a combination lock, rubber and glass juggling balls, a needle and thread, a stopwatch, a gameboard, a scoreboard, a crystal ball, and a camera and film. With this discussion and this kind of collection, I must caution that no careful analysis of the validity or reliability of these statements has been made. The order of presentation is not significant, I do know that I have tried these tools and I do find them useful.

- The Camera and Film--These objects remind me of my rather rude awakening. Having stepped into the dean's position after having taught in the same institution for the previous six years, I had somehow gone through a radical personal metamorphosis almost overnight and all without any awareness. A kind teacher colleague paid me a visit, evidently hoping to reverse the change again. The key point of her conversation went something like this, "Well, you know I have always liked working with you Marilyn, but frankly I liked you a lot better before you were a dean." Intrigued, I asked what she meant. "You see," she said, "before you were a dean, I really enjoyed probing issues and problems with you, but then you were in technicolor and now you are just in black and white!"

The problem really was that as a dean I was working hard at the role of withholding personal opinion and ideas while searching for ideas and facts from those I was leading. This faculty member wanted to know where I stood, where my mind was leading right away. Usually I have found it wise to firmly hold back my innate tendency to share openly early thoughts on issues and problems. I usually keep black and white film loaded in my camera for first shots at issues, but, when it is necessary, I am quite prepared to rapidly switch to the full living color at a moment's notice.

- The Gameboard--This object is used quite often but with great care. It takes time to become skillful at the "game" because the rules are always changing. The key is to play to win as kindly but as meaningfully as possible. Another example from my early days as a dean will help to explain the game. I received a copy of a memo written by a colleague dean in our university, addressed to a Science Division chairman in another college of the university. My colleague dean proceeded to detail his and "my" dissatisfaction with how certain classes were being contracted for from "our" viewpoint and then how the contracts could be altered to satisfy "our" needs. The problem was that this was my first knowledge of my colleague's dissatisfaction and that I was very pleased with the current contract. I was appalled that my illustrious colleague had taken it upon himself to write in my behalf without consulting me. Furthermore, his suggestions would cost our school a considerable increase in contract costs. What was I do do? The easiest thing and the most courteous response would be a simple telephone call to the dean who wrote, as he may have perceived, "in my behalf."

But wait, get the gameboard out; there were other issues involved, and the game was not about "science contracts" but rather about "I can speak for you and get away with it." My new opponent has set the rules. I decided to take him on and to follow his rules. Soon, off went my memo to the Science Division with a copy to my colleague dean. The essence of the memo was "I wish to assure you that we are very pleased with our present contract, and Dean X has concerns that do not agree with my own . . ."

It seemed only moments after the university intermail went out that my colleague was angrily asking me on the telephone why I had aired our differences of opinion before speaking to him. I cooly told him that I was following his demonstrated preference of approach. He never tried to speak for me again. It is wise to know the rules as you get out the gameboard.

- The Crystal Ball--The crystal ball is really part of a white silk, hand-inked, illustrated saying framed for a wall hanging. It was given to me by my predecessor. It depicts an oriental seer peering into her crystal ball. The words below the seer read, "Let the leader of the cult do the worrying." I keep that little prize in an out-of-the way place in my office. When things get very heavy, and they often do, I get up and I look at this silk wall hanging. It helps me remember that I am not a seer and that it seldom does any good and can do much harm to share worries with the faculty. They have enough worries of their own. The better course is usually to collect more data and do the analysis, at least to the point where you can state the problem clearly rather than state worries in a disconcerted manner. It seems wise to remember that it is considerate and kind to not share worries.

- The Stopwatch--The stopwatch is the tool which reminds me to plan to cover internal college or school needs carefully when leaving and returning to campus for any significant number of days. Both of the times of leaving and returning can become rushed and hectic. It is the better part of wisdom to schedule time with your closest administrative associates just prior to leaving and immediately upon returning to prepare for and to catch up on major developments that may occur in your absence. I was always a bit amused, but deeply gratified, when a fine secretary of mine in helping me block off time for catching up on many things needing to be done would type the word "ketchup" on my daily schedule. After several days off campus all deans need about a case of that tomato stuff! I also find it wise if I have been off campus for seven or more days, to block off several specific hours for "emergencies" upon my return to campus. This planning helps me keep my cool while allowing time for perceived emergencies of others waiting for a "moment" of my time when I return.

- The Needle and Thread--These tools are some I try to avoid the need for. In the deanship and particularly in decision making, it is judicious to keep in mind that "haste makes waste and patchwork quilts." It is frequently tempting to make rapid decisions, even those with far-reaching consequences, when an answer seems so very apparent. My experience tells me I have enough mending of tears to do in keeping the school's equilibrium without adding more ripped seams I might make myself.

You should never make a decision until you have to or, better phrased, you should never make a decision prematurely. For very often a problem will resolve itself and do so in a way much better than might have been accomplished by any premature action(6). A word of caution is in order. Delay can easily be interpreted as indecision and can make other members of the ship's crew terribly uneasy. In the thick of the storm this can be disastrous.

Many books have been written regarding decision making. It ought to be remembered that most of these have to do with things and facts rather than with people. It is the people decisions that are hard to make and that are also very hard to repair with the needle and thread. Get the facts as best you can and use the scientific method throughout whenever possible.

Remember that you will make a lot of decision mistakes. Often there are no right answers but someone has to be willing to step out and catch the jumping buck. I might add that this action goes a bit further than the usual "The buck stops here" sign that sits on the boss's desk. It is sometimes necessary to go out and find the buck and stop it before more commotion arises.

One additional caution--emotional control, emotional maturity, is critical. I have seen many major issues lost by decisions made by others caught up in emotional turmoil. It is difficult but wise to be completely controlled by the best of our inner thoughts and strengths(7).

- Combination Lock--The combination lock is a primary budgetary tool. The dean has a powerful hand on budget planning and use. It is she who has the perplexing problems of the college budget. As the official campus dreamer, the dean cannot allow herself to be overwhelmed by the financial situation, no matter how frustrating it may be. I have no special magic formula to ease all of our minds of deep concern about endlessly spiraling costs and accompanying budget cutbacks. Negotiation, creativity, and stick-to-itiveness are perhaps the most likely code to the combination lock. I would also urge new deans who do not have financial assistants with in-line authority to carefully consider such a necessary move. Several years ago, after seemingly hundreds of wasted hours of budget hearings, thirteenth and fourteenth budget revisions, many frustrated sessions with the university accounting office trying to find why specific dollar items were not credited to the School of Nursing or were charged when they shouldn't have been, I finally negotiated an appointment slot for a financial assistant. As it happened, he was a young finance man who was in the throes of finishing law school. We soon had a seasoned finance man and young lawyer who helped us immensely with establishing sound financial policy and was an excellent financial right arm to the dean.

- The Scoreboard--This is one of the tools I enjoy using. My "scoreboard" has some invisibly inked words written boldly upon it. They say, "When you win, give the team the credit." Well, we win some and we lose some, of course. I know that in the School of Nursing I can lose, but seldom, if ever, does the school or department come out a loser. Why? Because we win, some say we meet our objectives, through others. The dean's goals and the goals of the faculty must conjoin in any successfully organized venture. I personally am not unambitious nor do I lack in personal assertive abilities, but I am very assertive and a bit tough when it comes to rising to our school goals. The team moves ahead better and wins when we trust each other and work together. I know that; I believe it; therefore, when we win the team gets and credit and the scoreboard shows it.

- The Picture Album--In most instances, such an album is fun. To the dean it is not always pleasant or fun, it is a must in the wisdom box. The deanship means losing a few friends and gaining many acquaintances. You will recall that I stepped into the deanship from within the institution where I had been a full-time faculty member. Friendship or acquaintances are different when involving faculty colleagues and the chief administrative officer of the school. I will just say that you can usually prevent the appearance of "favorites" if you keep your school picture album filled with casual friends or acquaintances. I have watched several excellent deans erode their group trust level by establishing close friendships with faculty members. Such friendships, unfortunately, build suspicion and distrust.

- Rubber and Glass Juggling Balls--These objects in the tool box are symbolic of my need to practice juggling with rubber balls before I try the beautiful crystal orbs. Or to put it in a more scholarly way, I like to gather all the preliminary facts before moving into action. Review methods well before attempting a school study. I myself have seen the crystal orbs of a great idea shatter before my eyes because I had not practiced with the rubber balls. I had not gathered all the preliminary facts, run a pilot study, or carefully determined the various approaches to the same goal. Wisdom says, take your time, and know your methods, plans, and contingency plans before starting the act.

- The Blue Ribbon--This is the last item in this unusual but by no means complete list of tools. The blue ribbon is for the one who is "best." To be the blue ribbon winner always remains an unattainable goal to the dean, for the role is so broad, so big, that you can never be best in everything that falls under your responsibility. And that, I believe, is as it should be.

I would highly recommend to you the January 1981 special seventy-fifth anniversary issue of Phi Delta Kappan. It is a thoughtful collection of articles on the future demands of education. The issue discusses implications of the four certainties of the future: (a) the information explosion with 100,000 technical journals available today and the number of journals expected to at least double every 15 years; (b) the increasing pace of change; (c) the primacy of social problems; and (d) personal fulfillment. We have many challenges today and they will be with us for years to come(8).

CONCLUSIONS

As a dean I do not feel I can be a full-time scholar and searcher for truth through research, teaching, and clinical practice. I must be a pragmatic scholar, a searcher for truth in the leadership I attempt to provide as a dean, and I must not be cynical. I do seek wisdom and attempt to bring the biblical characteristics of wisdom into practice through my search for better ways of seeking truth, trying with God's help to be peace-loving, considerate, open to reason, straightforward, sincere, and kind.

Perhaps we could borrow Socrates' statement about philosophers and apply it to scholarly deans.

> Wise I may not call them; for that is a great name
> that belongs to God alone--lovers of wisdom . . .
> is their modest and befitting title.
>
> ---Socrates

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Final Word

My talented colleagues who were responsible for both the design and implementation of AACN's first Executive Development Series are full of bright ideas. They also have an uncanny knack of getting to me where my defenses are weakest--they said that they needed my help! I protested that I didn't know how to write an afterword or epilogue but admitted that I had been among the "concerned deans" who began meeting together in the 1960s. I was hooked.

However, it was my predecessor, Dr. Mary Kelly Mullane, who was the guiding spirit of a task force that helped develop the plan for "Continuing Education for Nurse Academic Administrators." A grant application had been submitted just prior to Dr. Mullane's departure from the AACN office, but when I arrived a month later, in September 1978, its future was in a "who knows" state.

Very frankly, after retiring from 11 years in a deanship and a total of 24 years as a "nurse academic administrator," I was trying very hard to unlearn how to be a dean and to concentrate on learning how to act as an executive director. The two roles are very different. But AACN was destined to be lucky; approval of the grant application came in February, with funding in the early fall of 1979. Thus, although not the midwife, I became a sort of foster mother to the new offspring.

Happily, my fears that AACN might not be able to provide a proper climate for optimal growth and development of the long-awaited child proved groundless. Recruitment of dedicated imaginative project staff members resulted in a whirlwind of activity. The Executive Development Series was launched in April 1980 and has kept to a busy and productive schedule ever since.

The response from participants across the country has been heartening. It has strengthened the conviction of the original task force (later the advisory committee) that programs of this type could be organized, presented, and evaluated and that they provided a beginning exposure/experience to what academic administration in nursing was all about--which learners would use in various ways.

It is my feeling that these monographs well illustrate at least two important truths. One is diversity--there is not and should not be one way to achieve success as a "nurse academic administrator." The other is that the need for continuing effort and growth must be acknowledged. The topics addressed in these monographs were purposely chosen as introductory. There is a great need for more knowledge and deepening of skills; learning must be a constant process.

But regardless of favorable evaluations on the Executive Development Series, I should not leave the reader with the impression that we (the AACN, including the project) had escaped criticism. A couple of questions which were directed at me personally were "How do you define a 'distinguished dean'?" and "Didn't you look at a map before selecting Baltimore and Richmond as sites representative of the south?" As I have stressed above, we live and learn--and the wise administrator benefits from criticism as well as from praise.

Personally, I still am learning how to be an executive director. It isn't easy and I have ups and downs as I did when I was a dean. I wasn't educated to use the term "administrative style" but have been told mine tends to be an odd combination of caution and risk-taking. Thus, I tend to regard the outcomes of the "Continuing Education for Nurse Academic Administrators" grant in my cautious foster mother role; while I believe that we have done well, I hope that a continuation grant will give us the opportunity to do even better. I also will admit that the experience which AACN as an organization has gained from working with the total grant program, of which the Executive Development Series was a part, has broadened our organizational horizons and provided valuable visibility to the achievement of our goals.

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